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Vol. XIV MAY • 1939 No. 2

- The National Farm Youth Conference
- "Every Fellow Needs a Trade"
- Vocational Training
- A Store Training Program
- New Frontiers of Vocational Education
- Personality Development of the Teacher
- Youth, Apprenticeship, and Organized Labor
- Industrial Arts and Industrial Society

★ AMERICAN VOCATIONAL ASSOCIATION INC. ★

Washington • D C

AMERICAN VOCATIONAL ASSOCIATION, INC.

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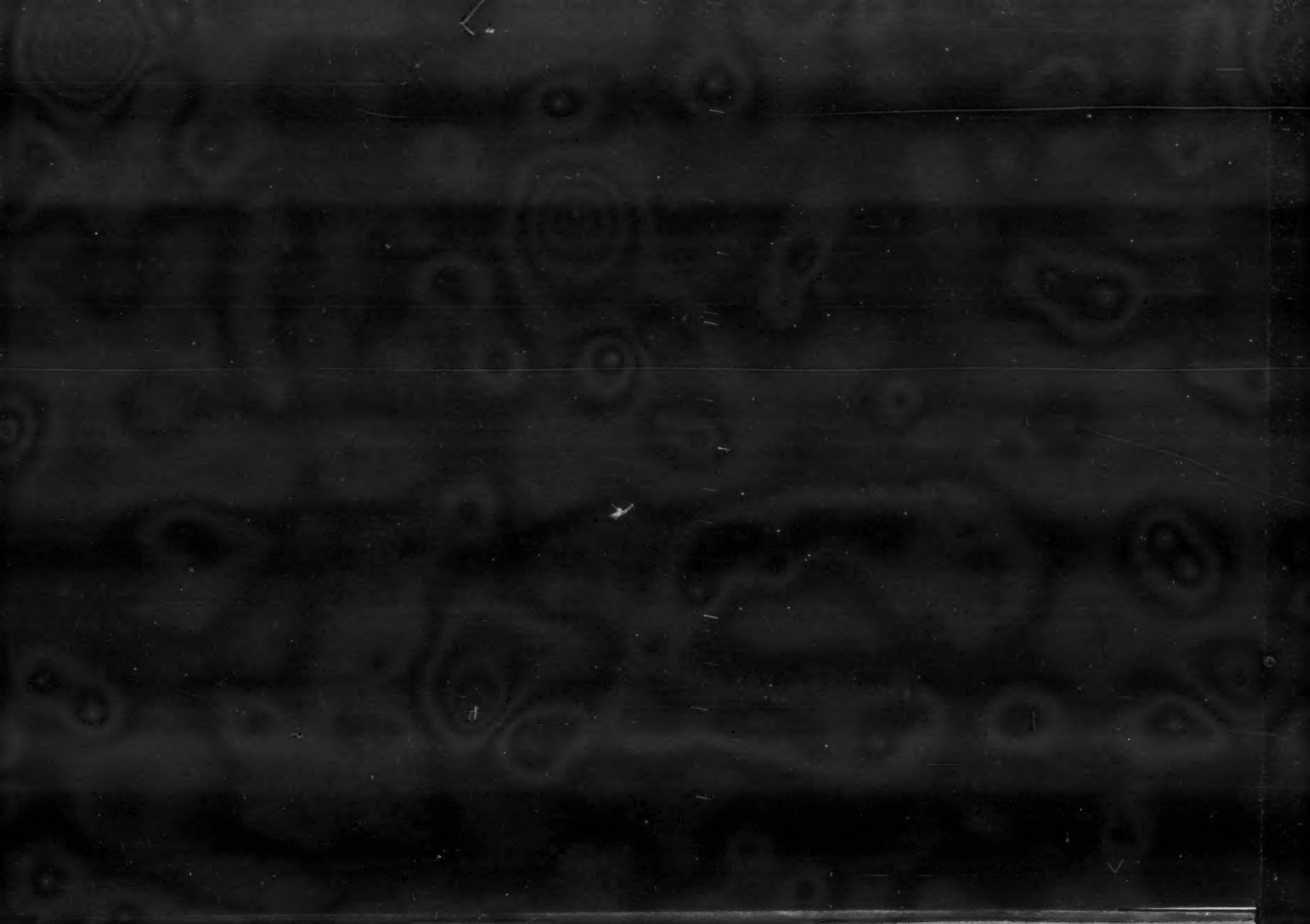

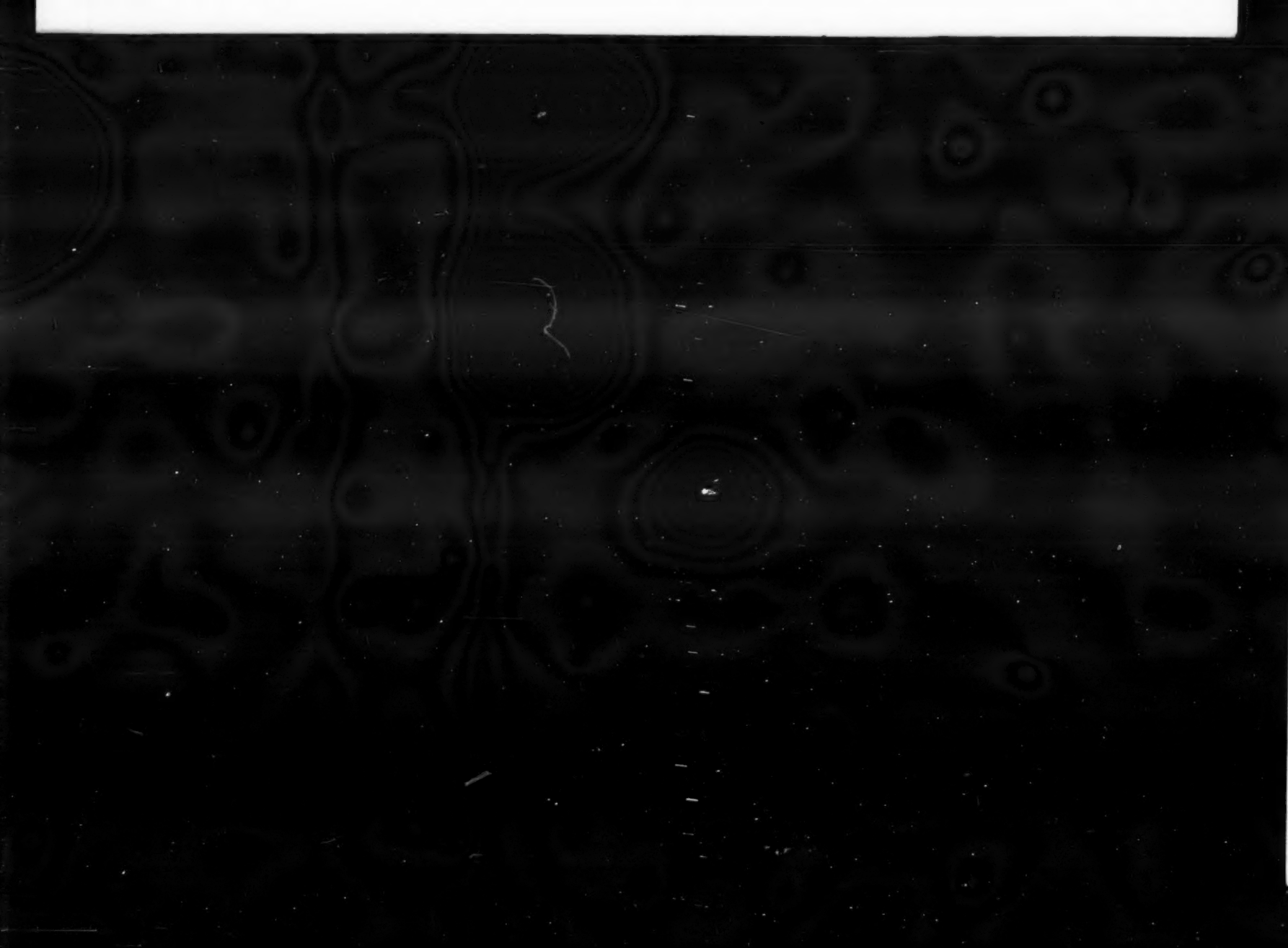

AMERICAN VOCATIONAL ASSOCIATION, Inc.

JOURNAL

AND NEWS BULLETIN

Volume XIV MAY, 1939 Number 2

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Published Quarterly by the American Vocational Association, Inc. Ralph H. Woods, President, Frankfort, Kentucky; L. H. Dennis, Executive Secretary, Washington, D. C. Twenty-five cents of regular annual dues pays annual subscription for members of the Association. Address communications pertaining to advertising to the Executive Secretary, 1010 Vermont Ave., Washington, D. C. Entered as second-class matter Oct. 3, 1935, at the Post Office at Washington, D. C., under Act of March 3, 1879.

NATIONAL CONFERENCE ON PROBLEMS OF FARM YOUTH.

The National Conference of Farm Youth*

THE National Conference on the Problems of Farm Youth was a conference composed of farm youth delegates and adult delegates representing national organizations with youth service programs. The Conference was held on April 24-26, 1939, at the Raleigh Hotel in Washington, D. C. The Farm Youth Conference was sponsored and organized by The National Grange, The American Farm Bureau Federation, The National Farmers' Union, The Association of Land Grant Colleges and the American Vocational Association.

The purpose of the conference was to bring together a small group of farm youth between the ages of 18 and 25 with a similar number of adults representing the sponsoring agencies, to enter into a three-day discussion of the problems of farm youth as seen by both youth and adults. The sponsoring agencies assisted the youth delegates in analyzing their situations and in devising plans toward shaping future procedures on community, county, state, regional, and national levels.

The conference was characterized by friendly ease and sincerity, frankness of statements and keen interest in accomplishing the purpose of the meeting.

Each of the sponsoring organizations was represented by five farm youth delegates and by five adult delegates interested in, and serving in some capacity, the farm youth of the country. In addition to the active participating delegates the Conference was assisted by able national leaders from several of the Federal Government agencies. These leaders presented to the Conference the results of research studies and service experiences with various youth groups.

The Conference discussions were so conducted as to give the youth delegates the major portion of the time, as it was youth's attitude and thinking that the Conference leaders desired to bring out. The youth delegates were seated at tables in an inner circle with the youth seated on the outside of the table circle facing the center, thus permitting them to face each other. The adult delegates were seated in the next table circle and observers, consultants and speakers occupied the outer rim of the conference room.

The Conference procedure included the presenting and the discussing of problems by the youth delegates. This was followed by concise summaries of research studies presented by various national authorities. Most of the Conference was devoted to panel and open discussions which were summarized at the last session of the Conference.

The American Vocational Association youth delegates were Elmer Johnson, New Hampshire; Bradley Twitty, Alabama; William Shaffer, Virginia; George Bauer, New Jersey; and Una Mae Sherwin, Louisiana. The first three also represented the Future Farmers of America. George Bauer represented the Young Farmers' Association of New Jersey, and Miss Una Mae Sherwin the Junior Homemakers Club of Haynesville, La.

The A.V.A. adult delegates were Ralph H. Woods, Kentucky; Miss Ruth Freegard, Michigan; M. D. Mobley, Georgia; A. K. Getman, New York; and L. H. Dennis, Washington, D. C. In

* This brief report of the Conference was prepared by Miss Ruth Freegard, Bradley Twitty, and L. H. Dennis.

addition Miss Elisabeth Amery of Maryland, Walter Newman of Virginia, D. J. Howard of Virginia, H. B. Knapp of New York and H. O. Sampson of New Jersey served as official observers. Several members of the agricultural education staff and home economics education staff of the U. S. Office of Education served as official observers.

Not by Bread Alone

The panel discussion dealing with the social, recreational, and religious needs and activities for rural people was led by Dr. C. C. Taylor, in Charge, Division of Farm Population and Rural Life, U. S. D. A.

One of the striking things revealed by this discussion was the deep religious convictions of the rural delegates in attendance at the Conference and their sincere desire to see youth given more responsibility in church and religious activities. Many were of the opinion that religious organizations should give more attention to social and recreational activities of interest to young people.

It was further pointed out that the various national farm organizations, including the Future Farmers of America, are rendering valuable help in providing social and recreational activities for rural youth. The youth delegates lamented the fact that there are still a large per cent of our rural population that are not being touched by any of the national farm organizations and thus are not actively participating in the various social and recreational activities being carried on for their benefit.

Some of the delegates thought that social and recreational activities should be carried on as a regular part of the program of rural schools. It was revealed that splendid progress along this line is already being made in a number of states.

Consideration in the discussion was given to the value of friendships, of individual and group activities for keener appreciation and enjoyment of nature, and hobbies.

The youth urged that since all rural organizations have at least one common goal—that of enhancement of rural life—they should continue to work together and should find many areas for cooperative activity.

Mrs. Franklin D. Roosevelt Addresses the Conference and Conducts Panel Discussion

In discussing "Farm Youth and their Part in Government," Mrs. Roosevelt stressed the fact that we must become acquainted with the conditions and problems facing the entire country and all groups rather than direct our thinking and activities toward the solution of the problems confronting any particular group in any small area. Youth's part in government must be an active one or someone else, perhaps a very few individuals, will control. Youth must elect to represent them persons with intellectual honesty who have the ability to grow and recognize the interdependence of all sections of our nation.

The panel on "Finding Our Place" clearly brought to light the fact that two groups of youth were to be considered:

1. Those who are members of organizations.

2. A large group of youth not affiliated with any organization.

The leaders in youth organizations are few and busy but they must find work for all the members so that they may grow and develop and assume more of the responsibility of the organized group. The present leaders must be willing to step aside and provide room for other members as they develop so that they may contribute and find their places.

The public school can play an important role in directing the attention of all youth to the advantages of par-

ticipating in youth organizations. Youth groups must engage in intensive work to reach more youth, and this can be done only by making their programs elastic enough to satisfy the interest, aptitudes and desires of youth not now being reached.

Points from the Summary

The adult representatives of the organizations were delighted and stimulated by the youth discussions and frankly acknowledged gains for themselves similar to those expressed by the youthful members.

Some of the immediate benefits agreed upon by the youth present were—

1. A better understanding of the opportunities and possibilities for their own groups.

2. A better knowledge of and interest in the youth programs and policies of the other organizations represented.

3. A conviction that all rural youth organizations should actively cooperate with each other and with the organizations of urban youth.

4. A broader vision, increased confidence and determination to go back to their communities to carry on more effectively.

The summarizing committee included the following recommendations in its report:

1. That counties and states hold conferences similar to this one with the added feature of having both rural and urban organizations participating.

2. That regional conferences be held to discuss problems and programs pertinent to certain areas, and that these regional conferences be followed by another national conference with rural and urban participation.

3. That greater emphasis be placed on the problems that were not sufficiently developed during the conference, such as:

a. Youth's part in helping schools and churches to meet the problems of young people.

b. The goals of youth more clearly defined so that they feel achievement is possible even under adverse conditions.

c. Realize and utilize government aids that are essential in providing opportunities for farm ownership.

4. That the following topics need further development:

a. Parity prices and income.
b. Maldistribution of farm products.
c. Distribution costs for farm products.
d. Conservation of national resources.
e. Cooperatives for rural and farm people.
f. Satisfying family living on the farm.

5. That youth and adults get together in constructive programs since the problems are mutual and the welfare of each is dependent upon the other.

6. That all members examine the activities and functions of their own groups as well as other groups to improve their organizations and to extend their services to members of the communities not affiliated with any organizations.

Comments of a Youth Delegate

Mrs. Roosevelt made the following statement in an address to the National Farm Youth Conference, "I think we have a common interest—that is, in education—and I think that is where we should begin our whole study."

The Conference agreed with Mrs. Roosevelt that education was an important factor in solving the problems of farm youth, but at the same time the economic problem was equally as important if not more important than the problem of education. It was pointed out that education was promoted or retarded according to the economic conditions of those concerned. The major problem throughout the Conference was not the organized youth which are being reached by the various organizations, but it was the unorganized, uneducated, poverty-stricken youth of the soil-de-

(Continued on page 90)

"What Every Fellow Needs Is a Trade"

FRANCES G. KNIGHT

"VOCATIONAL training is the next best thing to a college education."

"I hate to think of what I'd be doing now if I had not gone to vocational training school."

"What every fellow needs is a trade, and that's where vocational training comes in."

"The vocational schools give you a chance to find out what you're fitted for."

These statements were made by young men and young women recently interviewed for the WPA Survey of Youth in the Labor Market. The survey was made by WPA's Division of Research to determine if youth were getting jobs, what kind and length of employment, extent and type of education, reasons for leaving school and difficulties encountered in the search for employment.

The economic status of a youth's family has a considerable bearing on the amount of education he receives. The higher the economic level of the father's occupation, the more apt the youth is to finish high school. Nine out of every ten of the children of professional men finish high school, a larger proportion than that of any other occupational group. At the other extreme, less than half the children of unskilled workers finish high school. The proportions of high school graduates among the children in each occupational group rank as follows: professional persons, 90 per cent; clerical workers, 78 per cent; proprietors and managers, 76 per cent; skilled workmen and foremen, 63 per cent; personal service workers, 57 per cent; semiskilled workers, 53 per cent; and unskilled workers, 48 per cent. The proportion of young people entering college ranges from well over half the professional men's children to less than 6 per cent of those of unskilled workers.

Sixty-seven per cent of the youth included in the study had private employment at some time during 1938. About 56 per cent held private jobs at the time of interview. Young men and women who had some vocational training were more successful in getting jobs than those who had not specialized in a trade. Lack of training followed inexperience as the greatest handicap to youth in securing jobs. In general, the jobless vocationally trained youth attribute their unemployment to the lack of jobs rather than to any specific inadequacy of training. "There are just more people than jobs" is their usual comment.

Eighteen out of every hundred youth expressing personal difficulty in securing employment thought that they would have been able to find work more easily if they had taken vocational training courses in school or had concentrated their studies in specialized fields. Some of those interviewed said they would have welcomed the advice of a vocational guidance counselor while in school.

One young man, who traveled in twenty-three states and has had ten jobs since 1935, observed that an academic education is of little value when one has to earn a living at an early age. "If I had learned a trade in school, I would have been established long ago in a secure job as a machinist, painter or carpenter," he said bitterly. He was one of the many young persons interviewed who regretted the lack of vocational guidance in high school and considered it responsible for much wasted time and energy.

"I never regretted going to vocational

school," replied young Bob Jones when the WPA interviewer questioned him about his education. "After I finished my architectural drafting course in 1936 I started out with a job at $10 a week and now I'm making $22 working as a draftsman in a refrigerator factory."

Bob finished one year regular high school before transferring to vocational school, and he feels sure that in his case such training was far more practical than an academic education. "Where would I be," he asks, "if I had studied Latin and Greek? What good would it do me to know what Caesar did on the Ides of March? At vocational school, instead of reading Shakespeare and Milton and Chaucer, you're taught public speaking and terms you'd associate with in the job you're preparing for.

"The men and women at vocational school know their stuff. My teachers were real architects—they've been out in the field. They aren't just 'has beens' who're teaching because they are too old to do anything else, and they are not like these teacher college graduates who learned all they know out of books. Vocational school is a bread and butter proposition."

When Bob completed his training in the Spring of 1936, he wanted to work in an architect's office and he was confident of finding a job made to order. But he soon discovered that drafting work was scarce. He applied at all the local offices and employment agencies without success. One day the employment manager of a sash and door factory asked Bob if he knew anything about cabinet making. His vocational training included some classes in this type of work, and because of this familiarity he secured the job, which consisted of routine machine operation. In six months he was transferred to the drafting room, where he assisted in designing kitchen cabinets. But when work became slack in the drafting department, he was told to report back to the cabinet room to do machine work. Bob quit because he felt that he was "being slighted to be sent back to the factory after being a draftsman."

Bob was out of work for two weeks when a relative told him that there were openings at a local refrigerator factory. When he applied, he found that there were no jobs for draftsmen, but fortunately he mentioned to the foreman that he had done some sheet metal work at vocational school and he was given a job as a metal polisher. After six weeks at that kind of work, Bob was transferred to the drafting room, where he has been working for almost a year. "Now I have a chance to use what I know," he says.

Similarly successful job experiences were reported by Melvin Fromm. He told the WPA interviewer that he graduated from vocational school on a Friday in June, 1935, and started work on the following Monday. Melvin studied to be a machinist and took his first job in the tool room of a stove foundry, working with four other machinists on the development of an electric razor. "I left that job after ten months because there was no chance for advancement. I could see that we were heading for work on a production basis with piece rates. That's what I've tried to stay away from. A job that involves doing the same operation over and over kills all your initiative and ambition."

Melvin then applied for a job as an apprentice tool and die maker at an automotive equipment factory, and three days later he was called to work. He has completed three out of his four years' apprenticeship. Two nights a week he attends classes in a postgraduate course at the vocational school in tool and die making so that his specialization won't be in too narrow a field. Two other nights he attends public speaking classes at the high school. "It will come in handy no matter what I do—at least I'll

always be able to talk to my boss."

Melvin has no fear of being replaced by machinery. "The more new machines there are introduced, the more work there is for the tool and die makers. Dies are necessary for everything from metal clips for women's dresses to turret tops or fenders for automobiles. You can specialize in making small or large dies or in any one of several types of die making." When asked why he chose vocational training, Melvin replied quickly, "I went to vocational school instead of high school because I thought a trade would fit me better for a job in the industrial world. If you specialize in a trade you can take the telephone directory, list the names and addresses of all the plants that do that kind of work, and then begin looking for a job. At least you know what you can do."

Ofttimes employment is hard to find despite special training. Mary Carmody told the WPA interviewer that she filed job applications everywhere and followed all the leads which came to her for six long months following her completion of a commercial art course at vocational school. Mary graduated from high school before she enrolled for vocational training. One day a neighbor sent her to an advertising company which designed window displays for a chain of shoe stores. Here Mary landed a minor job as an artist illustrating shoes, lettering signs and similar chores. The work was highly seasonable, the wages poor and hours long. She was paid on an hourly basis and worked ten to twelve hours daily to bring her earnings to $12 a week. After a year she resigned and tried her hand at free-lance shoe designing. But this did not bring in enough to pay for her carfare and lunches. However, Mary considers her free lancing good experience, and indirectly the contacts she made led to her next job. One of the men at the pattern company to which she was submitting designs told her of a possible opening at a local shoe factory. She secured a job at the factory as an illustrator and has been there ever since. In this job she has learned something about copy writing and blocking out advertising space and hopes that some day she will be able to break into the advertising field where she thinks there is more opportunity for anyone with ideas and initiative.

Although youth who have specialized in a trade or certain type of work have fared better than their untrained contemporaries, vocational education is not the infallible method of securing a job. The choice of a vocation is frequently accidental. The need for better vocational guidance and knowledge of employment opportunities in various fields as a preliminary to the selection of a vocation is recognized by many of the young people who have completed vocational training but have been unable to find employment. The importance of such guidance and training was emphasized in a 1935 report to the President made by the Committee on Economic Security which stated that "education, training, and vocational guidance are of major importance in obtaining economic security for the individual and the nation. Particularly for the young workers and those who have little hope of returning to their old occupations, the need for education and vocational training and retraining programs is clearly indicated."

The preliminary tabulations of the data secured by WPA's Division of Research reveal significant reactions toward vocational education. They indicate that well over half of the young people interviewed found their vocational training satisfactory and beneficial. Others had some criticism concerning the incompleteness of the training, shortage of teachers, lack of equipment; some considered the courses

too theoretical. An overwhelming majority were in favor of expanding vocational training and guidance. Less than 4 per cent considered their training a waste of time.

About half the young people who did not complete their vocational education dropped out due to lack of funds or because they secured a job before graduation. About the same proportion who did complete their training claimed that it assisted them in securing a job. Two-thirds said that their vocational courses helped them hold their jobs.

Under the provisions of the Smith-Hughes and George-Deen Acts, federal aid is given to vocational schools offering courses in trades and industrial education, agriculture, home economics, and distributive education. The Office of Education reports an aggregate enrollment of 1,810,150 persons for these courses during 1938. Of this total 460,876 were farm boys and adult farmers pursuing vocational agriculture courses; 685,804 were boys and girls and adult trade and industrial workers taking trade and industrial courses; 627,394 were women and girls taking homemaking courses; and 36,076 were enrolled in distributive education classes.

Many of the young people were enrolled in part-time classes for four to eight hours per week. Such part-time attendance provides technical education in school and practical experience and training on the job. It is an opportunity for young people to combine education and work experience. More than 600,000 adults spend their leisure time in evening trade and industrial classes where they seek instruction that will enable them to gain promotion, to keep fit and ready for reemployment when jobs are available, or enable them to keep abreast of changing conditions affecting their own particular job.

As a direct result of the participation of the Federal Government in the program of vocational education, three types of vocational schools have been established as integral parts of our public school system: first, the day school for boys and girls who have chosen an occupation and desire training for it; second, the part-time school for persons who are employed but who can devote part of the day to receiving systematic instruction and training in the line of their employment; and third, evening school for workers who desire to devote some time outside their regular employment hours to improving their efficiency in the occupations in which they are engaged.

Change of Address

A number of our A.V.A. members will move to new addresses before the opening of the new school and college year in September. The September and November issues of the A.V.A. JOURNAL will be sent to your present address and *not* to your new address unless you notify your Washington A.V.A. office of your changed address. You should also notify the Secretary-Treasurer of your State Vocational Association of any change of address. This will help your A.V.A. office, the Officers of your State Vocational Association, and will even be helpful to you.

Editorials

R. H. WOODS

HUMAN nature tends to remain in the folkways. The conservatism fostered by age-old usages is in many instances in conflict with the real needs in our present economic and social life. Every now and then we hear someone advocate that the secondary school should confine its program of instruction to the "fundamentals." Fundamentals are sometimes contrasted with fads and frills in education.

It would appear wise for those of us who are interested in having the schools furnish to individuals the opportunities they need to develop and achieve to the extent of their capacity, to ask ourselves and others, "What is fundamental in a secondary school program?" The function of education in a democracy is to provide equality of opportunity for each individual to develop the abilities and attitudes needed for efficient participation in activities necessary to his own happiness and self-realization and to the well-being of society.

The average man spends approximately one-third of his productive life in economic or vocational activities. Through, or from the returns of his vocational activities, he must provide for himself and those dependent on him the necessities, comforts, and conveniences of life. If, through his vocational activities, he provides adequately for himself and those dependent on him, his vocation serves him well. If, at the same time, he finds satisfaction in his vocation, it serves him more fully. Vocational efficiency determines in no small way the efficiency and satisfaction in the other activities of life. Without economic and vocational efficiency, one is handicapped in his participation in health, civic, social, intellectual, recreational, esthetic, and religious activities. It seems apparent that success in one's vocational activities influences markedly the happiness of each individual and the well-being of society in general.

Studies in every section of the United States show that those who have had vocational training, whether it be in agriculture, trades, or home economics, are more efficient and more satisfactorily employed in their vocational activities than those who have received no vocational training. In many cities, the records show that 95 per cent of those who have had trade training are employed, and employed at higher wages than those who have not had trade education. The efficiency of young men now on farms who previously had vocational training in the high school, as revealed by their earnings, is on the average more than 50 per cent above that of other young men on farms who have not had the benefit of vocational training.

We look forward in America to the time when we can be living under an economy of abundance rather than an economy of scarcity. Secretary Wallace made a speech a few months ago on how agriculture, industry, labor, and government can work together for a hundred-billion-dollar national income. He said, in part, "It is necessary for agriculture, industry, labor, and government to work together to the end that we may achieve abundant production and abundant consumption of the products of both the farm and the city. Our national economy is operating smoothly when every-

one is doing useful work and when goods and services are being freely exchanged."

We in education should realize that those who pay wages for work must pay wages in accord with production efficiency. Vocational education is necessary and fundamental in increasing human efficiency in the economic activities of life. Efficiency in the economic or vocational activities is fundamental or basically necessary for efficiency in most other life activities. Therefore, in thinking of the fundamentals in secondary education, may we not say that training people for greater efficiency in the work in which they will engage is one of the most valuable things education can do.

R. H. W.

* * *

EDUCATION under public auspices is a matter of primary concern to all of our citizens. The program, with its activities and influences, reaches into every city, village, and remote rural settlement and home. So much of our economic and social adjustment and happiness depends upon and grows out of the wise development and administration of our program of education that it is universally conceded that here is one branch of our governmental activities that should be entirely divorced from politics and political considerations. Fortunately, this is the prevailing situation in most states and communities.

The administration of our educational program has never been adequately provided for in our Federal Government. It has been felt by many that the Office of Education has been assigned to one of the large government departments more for the control than for the development of the educational program of the country. Some day some wise leadership will intelligently provide for the establishment of a Federal Unit of Administration of Education. The Commissioner of Education, as the head of such a unit, could be directly responsible to the Chief Executive, but not as a member of the Cabinet, and thus not involved in the political fortunes of any of the various departments, nor concerned with the political exigencies and plans of any party that may be in power.

L. H. DENNIS

The Commissioner of Education should have the stabilizing and advisory assistance of a Federal Board of Education, the personnel of which should be non-political and non-partisan. The appointees to this board should be high type men and women representative of the best leadership of industrial, business, labor, farming and home interests of the nation.

It begins to look as if a serious mistake was made in the field of educational administration when the Federal Board for Vocational Education was abolished. Instead of abolishing that board it would have been a much sounder policy to have modified its functions and personnel so that it would have become a Federal Board of Education, advising the Commissioner of Education in matters involving the entire program of education. Federal administration of education would then have continued as a separate identity not directly affiliated with any governmental department. This is sound organization, as its work and program involves cooperative activities with many if not most of the government departments.

Perhaps current events in the field of Government Reorganization will bring

this situation into a more clear review, and make this desirable and sound arrangement more possible. Unless some such arrangement is provided for, it may be best to reestablish the Federal Board for Vocational Education with a non-paid Board membership representative of the best leadership and judgment in industry, business, labor, agriculture and the home.

The creation of an independent unit of administration for the educational activities of the Federal Government with the Commissioner of Education as its chief officer, reporting direct to the Chief Executive of the Nation, would be tremendously popular in this country.

L. H. D.

Our Congratulations to R. L. Cooley

ONE of our most widely known and best liked leaders of vocational education, R. L. Cooley, celebrated the seventieth anniversary of his birth on May 10, 1939. We rejoice with him in his excellent health and vigor. We shall continue to look to him for counsel, guidance and leadership in our efforts to provide adequate occupational adjustment services to youth and adults.

Many of his friends throughout the United States have sent him letters of appreciation and tribute. The two letters following herewith express the sentiments of so many of Mr. Cooley's friends that we publish them here as a part of our recognition of Mr. Cooley's leadership and service.

Dear Cooley:

It is quite an achievement in itself to live for three score years and ten. If I reach your record, I must keep on going for more than two years. It is an infinitely greater achievement to pack seventy years full of such outstanding, devoted, fearless, unwavering, efficient service as you have rendered. No one has made a greater or more enduring contribution to the cause of education for underprivileged youth and to Mr. John Citizen than you. That is what not only Wisconsin knows, but the country. Congratulations and best wishes for you and yours on your birthday and in the years ahead!

Sincerely,

C. A. Prosser.

Dear Cooley:

During all of these nearly twenty years that I have been engaged in vocational education, I have frequently said to people interested in the work of this school that I owed a great deal to you. In the early days, when I was groping around to find out what it was all about, your philosophy and your accomplishments were extremely important guides. More than anything else, your incorrigible faith in young people has always been an inspiration. When I have felt discouraged and experienced a tendency to become cynical, a talk with you has first made me feel ashamed and then has given me the courage to go on.

If, on *my* 70th birthday, anything is told me approaching what I have just written about you, I shall feel that my life has been marvelously successful. I can think of no finer birthday greeting, and it gives me the greatest pleasure and satisfaction to send it to *you*.

So, my dear Cooley, I hope that I may have the opportunity of writing you again on your eightieth and your ninetieth birthday, and I am sure I shall only be able to multiply many times what I now say on your seventieth.

With the greatest esteem and affection,

Yours as ever,

Franklin J. Keller.

Vocational Training*

HOMER W. ANDERSON

EDUCATIONAL movements which affect the schools seem to come and go in waves. Just now it appears that we are almost engulfed in an expanding wave of vocational training. More people are discussing it, more is written about it, and more is probably being done about it than ever before.

It seems that we have suddenly become aware of fundamental changes in the economic life of the individual, of industry, and of the community. With these changes there has even more suddenly burst upon us the realization that there are certain grave implications for the common schools. No longer does the youth leave at the end of the fourth or fifth, nor even at the end of the eighth or ninth year of school. He graduates from high school. When he wasn't in school we felt no great concern or responsibility for him. But now, when he stays with us, we have suddenly become conscious of a weighty responsibility which the school must bear. What shall we do for him? What education is of most worth for this American youth who is not yet needed in the economic process of our society? Does the old academic education which leads to college fill the need? Is general education sufficient? Can we best use his time in school by training him in specific skills which are needed in business, industry, and other walks of life? These are questions which are perplexing the minds of laymen, youth, and educators.

This paper is concerned with vocational training. Are the answers to these puzzling questions just presented to be found in the area of occupational training? Many leaders in education and lay groups believe they are. Since youth remains in school until industry is ready to use him, or as near to that time as possible, it is the responsibility of the American high school to give him, in addition to necessary general education, training in fundamental vocational skills. They have come to believe that there may be general as well as specific education in this branch of learning. I find myself in agreement with these points of view.

If this paper is to be of any value, it should probably attempt to answer such questions as these: What is a vocational education program? How can it be initiated and developed?

Let it be understood that we are concerned only with the education of youth through high school, since that is today the extent of local education in the typical community. General or college preparatory education is fairly well standardized. By that I mean that either of these programs can be lifted from a midwestern high school and transplanted in a southern or in a New England high school and the changes would hardly be noticeable. This cannot be done with the vocational education program which is a part of the larger program of occupational adjustment. Occupational adjustment presupposes that the training program contributes to the needs both of the individual and the community. Therefore a training program which fails to meet the needs of either individual or community is not vocational training. Since communities differ in their requirements, and since schools are instruments of the communities, the vocational training

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* Paper presented at meeting of N. E. A. Department of Vocational Education at Cleveland, Ohio, March 1, 1939.

programs must be adapted to the needs and resources of the communities they serve.

The Interim Report of the Occupational Education Tour for School Superintendents presents three broad generalizations "with respect to the kinds of local differences which condition the nature and extent of occupational instruction in various communities":

1. Communities differ in occupations and their requirements. Communities vary in the types of occupations, the skills or techniques required and the number of workers necessary in the different kinds of work. Each school system must base its vocational training program on analyses of all these variable factors. There is no one way to do this, and no perfect solution. No matter how perfect the analysis of occupational needs, there will still be maladjustments. The aim, however, is to increase the incidence of perfect occupational adjustment. When on the N.O.C. tour, we saw in the Essex County, New Jersey, schools training which led to employment in jewelry manufacturing concerns. If we gave youth this specific training in Omaha, Nebraska, we would not contribute to the needs either of the youth or the community. We would, however, contribute to occupational maladjustment.

2. Capacities and interests of pupils are other factors which condition the responsibilities of the schools for occupational instruction. The important consideration here may be summed up in one sentence. A school from which 80 per cent of the pupils seek employment immediately after graduation has small justification for offering chiefly college preparatory training.

3. The third consideration raised in the interim report is the ability to support a program of occupational education. Obviously no community should attempt a program it cannot afford. We found, however, in studying this problem in Omaha that, by making adjustments in the Industrial Arts programs in two of our high schools using the same equipment but reorganizing the work itself, we were able to qualify for Smith-Hughes aid. The result was actually a reduction in the costs to the local community. Another method employed in Omaha and many other communities is by cooperative arrangements with employers. In these plans a part of the training cost is borne by the employer who uses the pupil in his shop, store, or office, thus providing him with valuable training experiences such as the school cannot give.

These three distinct aspects in which communities vary constitute the bases on which vocational training programs must be built. If we accept occupational education as a responsibility of the schools, such responsibility is bounded by the needs of the community, of the youth, by the financial ability of the school district, and by the existence of other satisfactory means of occupational training.

The needs of any given community are not easy to determine scientifically, especially in the large cities with their widely diversified occupational activities. Small agricultural communities do not have quite so difficult a problem in the choice of areas in which training can be given. They may, however, have other obstacles which retard the development of the program.

May I suggest briefly a number of procedures which may help in the development of an occupational education program in any public school system along sound lines.

First. The vocational training program should be one aspect of the whole occupational adjustment program. Training should be offered in the light of adequate and scientific guidance of youth based on the study of the youth him-

self and the needs of the community. The needs of the community can in part at least be ascertained by the results achieved in placement, which is the third requirement in the solution of the problem of occupational adjustment. Placement of youth in the job is really the finger on the pulse of the community, and, as such, furnishes many significant clues to the type of workers needed in the economic processes of the community. Need of workers is an important basis on which the vocational training program is founded and, therefore, must be closely coordinated with both guidance and placement.

Second. Surveys should be made the basis of any vocational training program. These surveys are of two general types. The first is for the purpose of discovering the occupational areas in which the population of workers is great enough to justify the expense of vocational education. The United States Census reports furnish the best available data on this problem. However, their usefulness may now be questioned on account of age, and the new census on occupations will probably not be available until 1942. Other survey means must, therefore, be found. I might suggest the use of city directories, questionnaires in cooperation with the Chamber of Commerce, manufacturers' associations, labor unions and citizen groups interested in the welfare of the community.

The second type of survey deals with the curricula of the proposed courses of training. This entails complete job analyses by competent teachers or departments of curriculum, working in close cooperation with men and women actually on the job in factory, shop, trade or office.

Third. The procedure which has been found of valuable service is the establishment of a citizens' advisory committee, consisting of representatives of manufacturers, employers of all types of labor, retail stores, and workers. This committee would work closely with the staff responsible for the development of vocational education. They would give advice concerning sound policies, extent of the program and many details which must necessarily receive consideration not only by teachers but by employers and workers if they are to be valuable as a community asset. Perhaps the best service which this committee can render is in the field of intelligent community relations. It goes without saying that a vocational education program will not succeed without the support of the community.

Fourth. Since a vocational training program is expensive, it should not duplicate other training services already satisfactorily rendered by other agencies in the community. A survey should, therefore, be made in the early stages to ascertain what are the training services already rendered. The time may come when many of these training programs will be shifted to the schools. This will be especially true if the community learns that the schools can do a better job. The schools, however, are usually not in position to assume duties other agencies can and should do.

Fifth. Much vocational training can be done on a part-time cooperative basis with business and industry. This relationship which provides part-time study in school and part-time work in shops reduces the needs for shops and laboratories and gives the student valuable experience, lack of which so often is a serious obstacle to his securing employment. For many years such a cooperative arrangement has been carried on successfully with retail stores in the field of selling. More and more cooperative relations are being established in many vocational fields requiring skilled workers. An important element in this program is the teacher coordinator who ar-

ranges and supervises the work.

This type of cooperation with the industry of the community makes possible vocational training as broad as the vocations in the community. To illustrate, watch repairing does not have a large number of workers in Omaha, and replacement needs are "few and far between." By cooperative arrangement a student can get his formal training at school and his shop training on the job under the guidance of an expert watch repairer.

Sixth. Secure competent, well-trained teachers. Teachers in any division of vocational education should qualify under the Smith-Hughes and George-Deen Acts and the regulations of the Office of Education. These acts set up desirable qualifications as to practical experience and training which have been proved to be sound. Vocational teachers must be capable of relating their work to the needs of the jobs for which they are teaching. In this work they must continually study the developments in industrial processes and make them available in the school shop. They must understand the technique of job analysis as it relates to curriculum building. Finally, they must always maintain a cordial and understanding relationship with prospective employers so that their product will always be in demand.

It has not been the purpose of this paper to do more than merely open up the subject of occupational training. May I close with this brief summary:

Occupational training is a part of the larger problems of occupational adjustment.

The scope of the training program in any community depends on the needs of the community, of the students and on the ability and willingness of the community to finance and develop the program. Therefore, there is no universal occupational training program.

The development of a vocational education program should be based on careful surveys, it should proceed with care and only as fast as community sentiment will support its development.

Interior Decoration

Rose Mary Codell

The Interior Decoration Course at Murray State Teachers College, Murray, Kentucky, was reorganized this year for the purpose of making a more practical application of the art principles which had been taught in art courses which were prerequisites to interior decoration.

Many of the students selected projects that applied to the redecoration of their dormitory rooms. Since most of the need was felt for making this course a practical one whereby students would be better prepared to go out and assist their adult as well as their high school constituency in home improvement, and the greater part of interior decoration is limited to renovating and improving that which is already in the home, this college course was designed to meet such needs.

As many student teachers as possible are given experience in teaching this type of home management unit in the Training School. The high school students have also been given the opportunity to apply their work in interior decoration by improving the appearance of the Training School laboratories.

Rochester's Store Training Program

CHARLES E. COOK

FOR several years a course in retail distribution has been offered in the high schools of Rochester. Although this course was designed to give the pupil, interested in selling, a definite training in some of the fundamentals of salesmanship, merchandising, and store operation, yet the work was, in reality, prevocational in character. The approach was through the development of better individual buymanship and, through this, to a more effective salesmanship.

Before the George-Deen Act became effective last year, consideration was being given to the possible needs and demand for store training on a vocational basis. It was immediately recognized that the success of any such program would depend in a large measure on the first contacts with the stores and the type of instructors selected to conduct the classes.

Rochester had in one of its high schools a man who had been connected with the retail trade for several years. Through this experience he was familiar with retailing problems and could "talk the language of the storekeeper." This teacher was assigned the job of sounding out the retail trade to determine the merchants' attitude toward this type of training.

The first thing that the coordinator did was to get in touch with prominent men in various branches of the trade. With each of these men the coordinator discussed the personnel problems in his particular field and explained what the Board of Education would be able to do under the terms of the new act which would become operative. These men represented the retail shoe dealers, the hardware group, the retail grocers, and the Retail Merchants' Council of the Chamber of Commerce. Through these representative men, permission was obtained to present the training program to the different groups. These contacts resulted in the appointment of a committee of fifteen from the Retail Merchants' Council to study the training needs, to estimate the number of sales people that would probably come under such a program, and to find out the extent to which the merchants would be willing to support the program if it were started. This study resulted in a request from the merchants for a number of classes.

Faced with this support by the merchants, the first teacher was hired in September, 1937. As soon as she arrived, she began a series of conferences with store executives regarding the kinds of courses and the content which they wished to have offered. The ready response and cooperation of the store executives made it possible to organize immediately a schedule of seventeen classes, including junior salesmanship, advanced salesmanship, buyers' arithmetic, and economics of fashion. These classes met in stores one hour each week, starting at 8, 9, and 10 o'clock in the morning. For the smaller stores and shops, classes were organized at the Chamber of Commerce, meeting during the early morning. The total enrollment of all classes for employed groups for this first semester was 581.

All of these courses were planned for a term of ten weeks. Because of the Christmas rush no attempt was made to hold classes during the month of December. New classes were organized early in January to continue through for another term of approximately ten weeks,

ending shortly before Easter. After Easter another group of classes was organized, carrying through for another ten-week period. Three terms of ten weeks each during the year have been found satisfactory, as it allows for a flexible program. At the same time, the short course tends to better hold the interest of the store people. Then, too, such a program does not conflict with the stores' peak load periods.

The subject matter was varied according to the needs of the group and also as the procedure or policy followed in a particular store might warrant. For example, in buyers' arithmetic the merchandise control and accounting systems employed in a given store were used as the bases of class discussion and study. This might be criticized as individualizing the work to too great an extent, but the teacher is faced with the task of so presenting the work that it will be of the greatest practical value to the employee.

It has been somewhat difficult to organize classes for the employees of the small shops and for the proprietors of the small neighborhood stores. Some owners feel that they would like to have their people profit from this training, but do not see how they can make use of it. Some believe that what is good for a large store would be of little value to them. Others have the idea that their stores are different and are doubtful that the schools can teach them anything. In the meantime, it has seemed advisable to get the program established in the larger stores and later attempt to organize special evening school classes for those in the small stores.

At the end of the first year's work, classes were organized for the following fall. Requests came from all stores which had classes for as many or more classes as were held the previous year. This increased demand prompted the assignment of an additional teacher. The program this year has been expanded to include twenty-four classes for regularly employed groups in eight centers. The enrollment in the twenty-four classes is 596, distributed among the following offerings: mathematics of merchandising, junior and advanced salesmanship, textiles, merchandise projects, and managers' conferences.

That this program of store training appeals to the workers is evidenced by the number of requests received from those who were in classes last year for advanced courses as soon as they can be offered. The fact that the stores have asked for additional classes is an indication of the value which the store management places upon such a training program.

Conference of Farm Youth

(Continued from page 77)

pleted, devastated, and famine-stricken areas.

The Conference felt as if the problems of the various sections of this country, educational, economic, social, and racial, were not the problems of each respective section alone, but were the problems of all true Americans, and all farm organizations should work with governmental agencies in solving these problems.

It was suggested that conferences of farm youth and adult delegates be held in communities, counties, states, regions, and once a year a national conference might be held, with all farm organizations and governmental agencies participating.

If such organized efforts should be constructively directed, progressive programs for the common welfare of American rural youth would inevitably be the outcome.

New Frontiers of Vocational Education

FRED M. KARCHES

THE trend of the modern world is paradoxical. In politics and government the current moves toward dictatorship and away from leadership. In business and industry the drift is toward leadership and away from bossism and dictatorship.

Dictatorship aims to suppress freedom of speech and expression and to censor education. Leadership aims to encourage freedom of speech and action as exemplified in collective bargaining and to foster the self-development of the individual.

Education and intelligent direction are replacing bossism and dictatorship in industrial relations. Business and industry are beginning to demand men and women who expend continued efforts to keep abreast of technological changes or ahead of them rather than those who mark time and attempt to lower standards to their levels of ambition or ability.

Consequent upon the enactment of the minimum wage and hours bill, the social securities and national labor relations laws and state unemployment compensation, the employer will insist upon securing for his personnel the best qualified applicants. Employment tests to be given as a preliminary to the personal interview are being adopted as a part of the employment routine.

Vocational and employment tests are effective. To forge ahead in any field of activity, one must have the necessary aptitudes. Ability to become efficient and successful in a vocation and to find in it a particular zest for further accomplishment is vital to health and happiness of mind, whether it be in school, in a profession, or at a bench in a shop. Misdirection of effort is costly. If a man is misplaced in his work, he finds that adjustments are increasingly difficult in his employment, personal, and family relations. Adults, the parents of children, for economic reasons, if not for possible happiness and freedom of mind, should seek vocational guidance tests in directing the young man or young woman into gainful, happy enterprise.

Lacking this proper and necessary guidance and counselling, the young man invariably has been permitted his particular ambition, perhaps because of the appeal of the romance of this or that job. Almost inevitably this has led to maladjustment and has resulted in producing another drifter or floater.

The new struggle for existence is eliminating the lame and the lazy. Almost every sort and condition of mankind has suffered from unemployment for the past four or five years. The bread line and WPA ranks have harbored the clever, the dull, the illiterate, the educated. The competition for jobs is relentless and ruthless. The pattern of destiny is obvious. Those with knowledge and education push in—industry is picking the technically and academically trained applicants. The uneducated, the unskilled, are slowly being crowded out of their opportunities for employment. Pit this huge group against the 8,000,000 that are to graduate from grade schools this year with no plan of furthering their education or training and you begin to anticipate a greater struggle.

"If you could go back to the age of eighteen and start over again, would you choose a different career or occupation?"

asked *Fortune* in a recent quarterly survey.

Twenty-nine per cent of the professional men and women answered "Yes" and 53 per cent, "No"; while 61 per cent of the factory labor answered "Yes" and 21 per cent, "No." Professional people and those with good vocations are indicated as generally being satisfied with their lot and valuing their measure of control over life and circumstance. Factory labor, on the other hand, is much more dissatisfied. It probably knows it is in the most precarious position of all, directly in the path of the next juggernaut of technological unemployment, perhaps not geared to the new skills that industry may require.

Not only the new employee but the older employee is beginning to realize that his position depends upon his efforts at self-development and adaptability to changes. Industry must recognize this attitude and supply the means for educational and vocational guidance. The Emerson Electric Manufacturing Company, for instance, recognizes the need for education in industry as indicated by the training courses for student engineers, for apprentice machinists and tool and die makers; by the training of apprentices for potential foremen and supervisors, and by a conference training program for foreman development.

Vocational training in its many ramifications is coming into its own. Education of the general type enables youth to acquire some knowledge of a wide variety of subjects and helps develop appreciations which contribute immeasurably to the enrichment and enjoyment of many of their experiences. However, its failure in the past to provide adequate vocational guidance and training has seriously impeded young people's progress in making the transition from school to desirable employment.

Tradition and a dearth of properly organized instructional material must be recognized as factors which have too often seriously interfered with the uninterrupted progress of young people in (1) intelligent selection of a vocation, (2) preparation for industrial employment, and (3) obtaining desirable employment in a large variety of industrial occupations which need young people and offer them unusual opportunities. This improvident failure on the part of industry and the schools has caused an incalculable lost production of wealth to this country and an unappreciated amount of mental distress to millions of citizens who have tried again and again, without success, to overcome the handicaps imposed by such neglect.

Traditional preferences for the arts and sciences, college requirements, awards for scholastic attainment, the lure of employment in professional fields, and limited information or even misinformation regarding industrial employment have caused an under-evaluation of employment in industry. A brief statement about industry and the type of personnel employed in modern industry should help the individual and the teacher to revise traditional opinions. An unbiased study will convince anyone that manufacturing industries offer boys and girls unusually attractive and promising employment opportunities. The results of this study will prompt teachers to recommend apprenticeship in industry wholeheartedly to many of the best students in their classes.

Industry has become one of the most desirable places for employment. Industry has been compelled to make many changes in methods and to replace old machines with improved types of equipment to meet consumer demands and keen competition. These extensive changes have been supplemented by equally important improvements of working conditions, including modern buildings, better lighting, better ventilation, improved sanitation, etc. Further,

the improvements in the physical aspects of industry and the changes in methods of manufacture have been accompanied by marked continuous improvement of qualification specifications used in employing and promoting personnel in industry. A review of the improved man requirements in industry, which are higher now than ever before, indicates an unusually wide range of employment and promotional opportunities open to alert and intelligent boys and girls.

Although many jobs in industry, as in other occupations, require little thought and judgment, there are many other jobs which require the use of the most capable and well-trained men and women available, such as those of machinists, toolmakers, bricklayers, carpenters, and many more of the crafts too numerous to list. Capable and well-trained craftsmen often are given greater responsibilities and advanced to higher positions where in their daily work they encounter and solve the most interesting and intricate problems—problems to tax the thinking ability and judgment of the most experienced and best-trained men. The many avenues for advancement in industry open to capable employees are equal in every way to the opportunities in any other field of employment and far better than in many other fields.

One of the most valuable public or personal services teachers can render any student is to give him both general and specific information about occupations, and general and specific information about training for dominant occupations, and to help him obtain employment in those manufacturing industries which can most readily absorb large numbers and provide them with profitable employment.

Proper presentation of such information necessitates careful selection and organization to assure the use of unbiased factual material that will interest a reasonable proportion of the finest young men and young women and to induce them to seek employment in industry.

The proper selection of the vocational student for guidance, training, and placement in the trades is of paramount importance because only students of better than average ability will be indentured and trained by industry as apprentices.

The problem child of the public schools, who is mentally, emotionally, socially, or educationally unstable, unreliable, or incapable, can no more be successful in these industrial occupations than he is at school. The limited comprehension, acquirements, ability, judgment, adaptability, etc., of such a child would make him a menace to himself and his fellow workers whose safety and productive ability depend in large measure on a uniformly high standard of performance. Industry does not want the vocational student of inferior ability to apply for training as an apprentice. The problem child can and should be profitably trained for occupations requiring less skill and ability.

Industry prefers for training as apprentices men and women of better than average mental and physical abilities and capacities because they are to be prepared for employment in the serious business of manufacturing machines or materials according to exact specifications, on schedule, for an intelligent, critical, buying public.

Some of the personal characteristics or qualities that industry considers most desirable in the vocational student who is to be trained for an apprenticeship in the various crafts are: alertness, native physical and intellectual capacity, mechanical aptitudes, willingness to continue a repetitive process sufficiently long to acquire the necessary skills, physical fitness, and an agreeable personality with ambition and emotional drive.

The qualities which industry hopes to

find in applicants for apprenticeship are much the same as one would expect to find in a young man who is to be trained as a doctor, lawyer, engineer, or for some other vocation requiring unusual precision and offering unusual advancement. The branches of industry for which the vocational student will be trained demand the same qualities and abilities which are required in the highest branches of any other occupation.

The only real difference between the making of an engineer or fine doctor, and a fine craftsman, mechanic, or industrial executive is either the lack of funds or the lack of immediate interest in academic training of the type usually prescribed for college entrance purposes. Teachers often find students in their classes with brilliant minds who would be eminently successful if they could continue their schooling for the purpose of preparing to become doctors, lawyers, or engineers, but too often their parents are unable to finance the long college training necessary in such fields. Such capable students serve apprenticeships in the trades and eventually receive one promotion after another in industry until they attain the field where their potential abilities are used to the utmost. Not only are such students able to obtain a fine education in industry without being compelled to pay large sums for such training, but industry will pay them well during the entire learning or development period. In most cases an apprentice machinist will earn as much during his apprenticeship as the average student is compelled to pay for a college education and at the same time will obtain the education.

The best guidance a parent or teacher can offer youth is either to supply him with or help him to find the occupational information that will aid in making an intelligent choice of vocation. Counselling or assisting the youngster in deliberate analysis of his or her abilities and interests, and in evaluation and judgment of information and facts regarding the occupation compared with others, is preferable to attempting to direct restricted selection based on the parents' or teachers' interest in the occupation or their conception of what the student's preference should be to conform to the parents' or teachers' evaluation of abilities and capacities. It is imperative that everyone interested in the student's growth should assist him in developing a technique that will enable him to appraise facts properly and arrive at correct conclusions that will lead to intelligent choice of the vocation. Teach him *how* to think rather than *what* to think.

Subsequent to the selection of a vocation, one of the finest services a teacher can render the vocational student is to provide instructional help that will make easier the job of intelligently applying for employment in the chosen field.

There is a lot of work to be done. Those on the "firing line" of industry are not without hope that the present generation can be absorbed into growing and developing enterprises. One has only to look over the horizon, over this haze of uncertainty through which, for some unknown reason, the course has been set, to see the big job ahead—a job that can make many jobs for a long time to come.

According to figures published by the U. S. Department of Commerce, $29,000,000,000 worth of dwellings and other buildings is actually needed in the United States but has not been erected because of retrenchment. Of that amount, should the economic log jam be loosed, $18,000,000,000 will be spent for products of the manufacturing industry. This means factory jobs for approximately 1,000,000 people for three and one-half years.

Ten million homes are still without electricity; most homes already wired

are poorly equipped with electrical appliances. One out of every two houses wired for electricity has electric vacuum cleaners or washers, and but three out of ten have electric refrigerators. Industry will provide additional jobs to make up these shortages in our standard of living. Electric farm machinery, power houses and equipment will be manufactured in quantities when rural electrification begins.

This is one frontier of tomorrow. Industrial scientists daily are opening new avenues to energetic, enterprising youth —developments and discoveries that are turning into big industries to employ thousands of men and women.

Fabric made of glass, soft and pliable to the touch, is a product of late industrial development. Its possibilities are endless. Its fireproof, non-absorptive qualities have already led to wide usage in the chemical and electrical industries. Its insulating and sound-proofing qualities have found ready application in homes, airplanes, and trains.

The homes of tomorrow may be but sheets of glass, their only purpose being to withhold the wind. Heat waves have been harnessed to be possible of transmission to the human being and to vegetation by means of the "black ray"—an electro-magnetic vibration that resembles a radio wave. Stimulated by the "black ray," flowers will bloom in air at the freezing point as readily as under a summer sun and families may enjoy open-air comfort regardless of temperature. It is not beyond the realm of possibility that even streets themselves may be warmed by the "black ray." And not only may gardens and streets be warmed by control of the "ray," but may be cooled as well, for the industrial scientists have demonstrated that the "ray" can be used to draw heat out of the body.

Present day engineers are quietly at work perfecting ways to control the "black ray" for heating and cooling of residences—Chubb in the laboratories of Westinghouse, Elliott Harrington at General Electric, and Goerg at American Radiator. None will discuss his work. We know only that they are on the way to concrete application of scientifically developed principles.

New industrial frontiers for young men and women are opened by the industrial scientists and enterprising business men in their development of plastics from four gases—you may even now be wearing buttons or be in possession of a radio cabinet made from these gases. The plastic industry does a business in excess of $55,000,000 a year. Another plastic is acetate plastic, the material that makes safety glass safe. What's it made of? A pinch of cotton, a dash of vinegar, and the substance of a few moth balls.

A yarn that stretches is another product to come out of industry's fertile and active laboratories. This has opened up entirely new vistas in the textile industry. Each tiny strand—no thicker than most yarn—consists of a round, spun, chemically compounded core covered with a double wrapping of some standard textile fiber.

Nobody knows what next will come out of the laboratories of industry. Even as this is being read, some product opening jobs for thousands is doubtless being conceived. These products are born of no magic. They are the result of hard work, invention, and the necessity to serve. They are a part of the will of America as expressed by its people, by this generation, and by generations to come, to progress as no other peoples ever have progressed.

Apprentice Training*

J. W. KELLY

IT MAY surprise many people to learn that the foundations of an apprentice training program are now being laid not only in this state but in practically all other states in the Union. As a member of the State Committee on Apprentice Training I receive many inquiries about apprenticeship. From among these questions I have selected the four most frequently asked and shall take them up one at a time. Before doing so, however, let us spend two or three minutes reviewing the subject of apprenticeship in general. When we think of apprenticeship it is easy to consider it as something that existed in some past historic period, and as something entirely out of step with modern times. The term or word "apprenticeship" is usually associated with the old craft guild period which passed out of existence when machinery and mass production came in.

In England apprentices were usually indentured for a period of seven years. That still holds true in some trades. A rather long period, you may think, but usually boys were apprenticed at an early age. They lived in the home of the master. They learned not only the trade skills, but the long period of training and association with the master gave them the opportunity to learn all the processes of the trade. Master and apprentice were members of the same guild. Under this system the apprentice received training in the trade skills and related subjects. In many cases the apprentice received an elementary education which included reading, writing, and arithmetic. Another and most important fact is that he had an opportunity to learn the artistic phases of the occupation in which he was apprenticed. This old apprenticeship system was not perfect, for along with its advantages it had many faults. However, it did contain two elements that are fundamental to any successful apprentice training system: first, the cooperation of employer, worker, and educator in a training program; and second, a contract between the employer and the apprentice. This contract was usually referred to as an indenture.

The guild system was not adopted in this country, as it was going out of existence about the time our government foundations were laid. Nevertheless, the guild system had its effect on this country. Boys and girls of the early colonial times were trained through a rather well-defined apprenticeship in shops and offices. This training usually consisted of more than mere skills and trade processes. Records of apprenticeship in this country, both in the New England colonies and in that area populated by Spanish Americans, indicate that instruction was given in thrift, temperance, respect for law and order, and other things necessary in the development of high type citizens.

The characteristics of boys and girls are the same today as when the old apprenticeship system existed, but the world in which they live has changed, and is continuing to change so rapidly in fact that the adjustment of youth in our modern economic situation has become a national problem. The National Youth Administration and the Civilian Conservation Corps are two agencies that were established within recent years for the sole purpose of assisting youth. If the

* Radio address delivered over KGY, Olympia, Wash., Kiwanis Vocational Guidance Program, April 12, 1939.

problem persists, it may be necessary to establish still other agencies to cope with it.

Now let us look at that field of modern wage-earning occupations usually referred to as the skilled trades. It would be absurd to think that all of our young people could find employment here; just the same these trades are going to demand a certain number of beginners annually. Management will continue to need trained workers. Labor will continue to absorb new recruits. All persons engaged in the skilled trades will need training during apprenticeship and later.

In general, the avenues leading to the skilled trades are not well defined and the progress of persons engaged in the trades is very uncertain. It has been said that young persons do not desire to learn trades today, but that is wrong. In those places throughout the country where well-organized apprentice programs are in operation, there is always a waiting list of highly qualified young persons seeking an opportunity to learn a trade. Young people are looking for opportunities today just as in the past.

Now to the questions. What fields of work use the apprentice method of training?

All skilled trades have some form of apprenticeship regulations. These regulations are established by either the employer or labor union, and in some cases by an agreement between the two. An increasing number of labor unions are making organized instruction a mandatory requirement on the part of the apprentice. To an ever-increasing extent the instruction is carried on through the public schools in special vocational classes. Ever since the establishment of vocational education in Washington the State Board for Vocational Education and the local vocational departments have provided training for apprentices through part-time and extension classes. Interest in this phase of industrial training has increased during the past three or four years to such an extent that vocational departments are making special efforts to cooperate with industry and labor in the development of efficient apprentice training.

During the school year ending June, 1938, 947 apprentices received training through the public schools of the state. One hundred and twenty-five of these were in the Puget Sound Navy Yard under Civil Service apprenticeship where fourteen trades were represented. The others were in Seattle, Spokane, Yakima, Everett, Bellingham, Longview, and Aberdeen, operating under the administration of the local schools in cooperation with the State Board for Vocational Education and the State Committee for Apprentice Training. The following trades were represented: Plumbing, electricity, auto mechanics, sheet metal, boat building, printing, machine shop, pipe fitting, foundry work, tailoring, carpentry, plastering, and painting and decorating.

This, as you can see, is a very small number of apprenticeable trades, but we have been successful as far as we have gone. Our plans to organize a statewide apprentice training program have been under way only a short time, and we have confined our initial efforts to a limited number of the older trades. After establishing apprentice training for the older and generally recognized trades, the State Apprentice Training Committee will take up the study of the lesser known and new trades that are rapidly coming into existence.

Question No. 2. What opportunities are there to enter these fields and how?

This question constitutes a large order. Opportunity to enter apprenticeship means opportunity for employment and this depends upon the need for workers in a given line. Unemployment is a

serious problem right now for many of the skilled trades. Apprentices as well as journeymen in certain trades are seeking employment. Opportunity is not waiting at the door these days for everyone. It must be sought. The young man seeking to enter a skilled trade today should first make a careful analysis of himself. He should know something of his own abilities and interests. Much of this he can do for himself, but he will always find the local vocational director, his school counselors, and guidance department helpful.

He should look over the field of occupations and trades to find those which are within his talents and interests before he makes a selection. His next job is to gain entrance into the trade as an apprentice. This will require resourcefulness, as he must be prepared to interview prospective employers and make applications in a proper manner. He should also interview workmen in the trade and acquaint himself with the working conditions, wages, hours, and the future outlook for himself as a worker in that trade. When accepted he should enter his apprenticeship determined to apply himself to the trade as a learner with the idea of becoming a skilled workman. If he enters a trade which offers organized instruction for apprentices, he is fortunate and should take full advantage of such instruction.

Apprenticeship is a device to turn out skilled men in the various trades. Developing skill in a trade is a process of acquiring job judgment, and it involves the application of scientific knowledge to the tasks at hand.

Question No. 3. How can apprentice opportunities be increased?

The development of a sound system of apprenticeship consistent with employment needs is of recognized advantage and value to labor, to employers, and to the state. It is important that the training given to future skilled workers be adequate to produce competent, all-round workmen who have full knowledge of all of the processes of the trade. Skilled workers in the trade, employers, and apprentices are the most concerned in apprenticeship, and they must participate in any program of apprentice training that hopes to succeed.

The State of Washington has no apprenticeship law, but the State Board for Vocational Education is cooperating with employers, labor, schools, and other agencies in promoting apprentice training. We have a State Committee for Apprentice Training. The committee is composed of authorized representatives from employers' organizations, the State Federation of Labor, the State Department of Labor, the National Youth Administration, and the State Board. This committee acts in an advisory capacity to the State Board. It cooperates with the Federal Committee on Apprentice Training and assists local communities in the organization of apprenticeship training. The committee has outlined a State Plan for the work which is in harmony with our state and federal vocational education laws. Accordingly, Washington is permitted to use federal vocational education funds for the maintenance of apprentice training.

Question No. 4. What is an apprentice?

According to the State Plan for Apprentice Training, an apprentice is defined as a person over 16 years of age who is covered by a written apprenticeship agreement with an employer, employers' association, or employees' organization, and approved by the State Committee for Apprentice Training. The agreement must provide for not less than 4,000 hours of reasonably continuous employment, which shall include an approved schedule of work experience and a minimum of 144 hours per year of

related trade and technical instruction. The State Plan is based upon the cooperation of employer, labor, and the school. Wherever apprentice classes are conducted there must be advisory committees representing the trades that are taught. These committees are made up of an equal number of employer and labor representatives, selected by their respective groups and called together at stated times to discuss the training problems of their particular trades. Apprentice training is conducted in accordance with the recommendation of these local committees and under approval of the State Committee.

A good example of apprentice training operating under the State Plan is the machinist apprentice program in Seattle. Sixty or more apprentices, regularly employed in the various machine shops of Seattle, attend the Edison Vocational School four hours a week. Working on the job in the machine shops, these apprentices get the best kind of practical experience. The school supplements this job experience with the related technical and theoretical instruction. The economy of this plan is obvious. Industry furnishes the shop facilities; the school furnishes instruction in mathematics, drafting, and other theoretical subjects. The foundation of this program is the employer, the worker, and the school. Each one is represented on the local trade advisory committee, and all work together toward the education and training of the apprentice.

Apprenticeship opportunities will increase throughout the State of Washington as we are able to develop this cooperation in other trades and in other communities.

Adult Group Building Community Center

Katherine Forney

The vocational home economics teachers of Coffee County, Alabama, have recognized the recreational need of the families represented in the adult classes taught by them. As a result of this realization the teachers plan for additional time at most meetings to be devoted to games and group singing. The purpose of this period is to teach forms of recreation which might be enjoyed in the homes and at social gatherings. Not long after this practice was begun a class near New Brockton expressed a need for some place where large groups could assemble for games and picnics. There is no school or church in the immediate vicinity. It was decided that no building could be undertaken at the time but that there were possibilities for a community park. The members voted to give fifty cents or its equivalent in produce to finance the park. One member offered a small plot of ground for the use of the community. The class planned an all-day meeting for clearing the ground. Each member invited her husband to a picnic lunch and asked him to assist with the work. Several members donated needed materials such as a fish net to be made into a volley ball net, old lumber for building tables and seats, bricks from old chimneys and buildings to be used in building a barbecue pit. The cash donations were spent for games and other building materials. The class is considering the park as a long-time project. As funds and materials are available, other recreational facilities will be added.

Evening School Objectives in Vocational Agriculture*

R. W. GREGORY

This article suggests some criteria for setting up objectives for evening school work This is a phase of adult education that is often overlooked, and Doctor Gregory calls it to our attention in a very clear manner.—EDITORS.

IN THE past, when we have been called upon to consider objectives to be attained through systematic instruction in vocational agriculture, somehow or other we have finally ended up either by direction or by implication with such objectives set up and evaluated in terms of their appropriateness for day school instruction. As a consequence there is less certainty, less validity and less effectiveness in our efforts to make systematic instruction vocationally functional for adult farmers and out-of-school young men than for in-school adolescents.

Perhaps the time has arrived when we need some clear, concise and concrete statements of aim and purpose as they refer to systematic instruction for out-of-school groups.

Thinking this to be so, it seems appropriate to make the following observations concerning such instruction and those for whom it is intended; such observations to be used as direction finders in our efforts to ride in on the "beam" of light so helpful and needed out there in the dark.

In the first place, such instruction must be kept *student* centered; and secondly, even though student centered, objective, concrete ends and accomplishments must be the resultants of such instruction.

Apropos to these statements it seems that:

1. The best interests of present and prospective farmers are served by offering them educational opportunities when they are *(a)* in-school adolescents, *(b)* out-of-school young men, and *(c)* adult farmers.

2. Vocational agricultural education should be organized as a continuing process, starting with the individual where it finds him and offering him progressive, systematic instruction for as long as he needs and can profit by it.

3. Vocational agricultural education for out-of-school groups must come to be just as well organized, just as carefully planned and just as efficiently taught as that designed for all-day students.

If systematic instruction in vocational agriculture for out-of-school groups is to become and remain student centered, it has its best opportunity to do so because a classification of such students has been made based upon an understanding of their differentiating characteristics. The following differentiating characteristics are suggested as guides to be used in arriving at such a classification of students:

(a) Most evening school students have been out of school long enough to forget their personal antipathy held for

* Paper read before the Agricultural Section Meeting of the American Vocational Association, at St. Louis, Missouri, December 2, 1938.

it while they were members of the day school.

(b) Most evening school students have boys and girls of their own enrolled in school, and as a result:

x. Tend to be school-minded.
y. Tend to enlist alongside the school and the teacher, wishing for their children educational advantages they themselves never had.
z. Tend to be active in or have personal contact with some current school affairs.

(c) Most evening school students are married men and, as such, become responsible heads of families.

(d) Most evening school students have definite legal responsibilities which they cannot escape—

x. For the welfare of wife and children.
y. For the welfare of parents.
z. For financial obligations having to do with personal expenditures, with the support of local and state government, and with security of civic and community organizations.

Such are the things which tend to differentiate evening school students from day school and part-time students with whom we deal.

If in the last analysis such instruction as we offer evening school students is to result in concrete, objective accomplishments, it will do so because the following differentiating characteristics have been recognized:

(e) Most evening school students are deeply involved in farming at the time when such instruction is taking place and there is no question but that they have problems—problems arising out of an active, going program of farming.

(f) Most evening school students are "on their own" and, as a consequence, have the responsibility for doing for themselves. No one can be made legally to do for them these things they should do.

(g) Most evening school students have civic and social responsibilities. Most of the affairs of modern, democratic society, country and city, are run by adults. Most of the adults with whom we deal in evening school instruction are a part of the adult governing society in which they live.

4. The adult farmer has problems that are current problems; they are real problems that are present because of a conflict arising out of an attempt on his part to put together or to rearrange the order of things, ideas, practices, and persons. The problems have a "nowness" to them that demands immediacy of solution. Susie needs shoes *now*, the agriculture teacher sent word home that Johnny must have his books *tomorrow*, taxes are due *Monday* and the gasoline tank is about empty. In addition, the soil conservation sign-up is due and the farmers' cooperative manager has resigned. Such educational investments as the adult farmer makes must have a large tinge of current returns guaranteed through them. He simply cannot make a disproportionate investment for delayed returns.

5. The adult farmer's needs are broad gauge. No longer may he expect to succeed in a democratic society by merely reaching and maintaining a high degree of expertness in simple farm production problems. Basic as these are, comparatively speaking, they are not nearly so exclusively all-important as they once were. As an illustration, problems of conservation in any large or significant sense depend for their solution upon farmer cooperation and group action as much as upon individual independence and effectiveness. And so it is with most of the farming problems that are of real economic and social significance

to agriculture. Such problems determine the strategy of the action rather than the details of combat, the naiveness of the game rather than the astuteness of the play, the emotional theme of the composition rather than the tempo of the music, the philosophy of living rather than the competition for existence; and because they do they are central in the whole of farming as a mode of life which generations of farm people of tomorrow must follow if they are to lead happy, satisfying and soul-stirring lives. If and when such criteria as suggested above are applied to the objectives to be set up for systematic instruction in vocational agriculture for adult farmers, it appears that they will most appropriately evaluate or measure the following as being representative of the goals to be sought through such instruction. These statements of purpose at least provide us with a point of departure for the building of a more effective program of systematic instruction in agriculture for adult farmers through a clarifying of the objectives.

(a) Becoming progressively established in farming.

(b) Managing a farm business.

(c) Conserving soil and other natural resources.

(d) Cooperating in rural communities.

(e) Maintaining a farm home.

(f) Exercising leadership and recognizing and following leadership.

Non-Receipt of A.V.A. Journal

OUR A.V.A. membership has been increasing much more rapidly than was anticipated. In 1938 our Association had 18,921 members. We estimated that there would be an increase in membership this year, and hence when the February A.V.A. Journal was printed we had the courage to print a considerably larger number of Journals than was at the moment warranted by the actual number of A.V.A. memberships at the time. The increase in memberships, however, has been greater than expected, and the total has now passed the 21,200 mark for the current year.

As long as we had copies of the February Journal available, they were sent out to persons on membership lists that have been sent to us since February. Memberships received lately, however, have come in after the supply of the February Journal was exhausted. This means that we shall be unable to send the February Journal to those whose names have been received this late in the year. All names received to date will, of course, receive the May, September and November issues of the Journal.

In light of the above situation, may we urge individual members, and all persons responsible for the enrolling of A.V.A. members in the various states, to send in the A.V.A. memberships as rapidly as secured. Only by this means can we safely estimate the number of Journals that should be printed when each issue appears.

Personality Development of the Home Economics Teacher

MURIEL W. BROWN

HOME economics teachers are concerned with personality development for two reasons: first, because we share the universal desire to get as much out of life and give as much to life as possible; second, because we have accepted leadership in a field of education which has more to contribute to personality development than any other.

What is personality? *You* are your personality. You, at any given moment, are an evolution, the result of all the complicated interaction that has gone on between you and your environment. Much of the literature confuses the personality itself with the social impression which personality makes. There could be no objection to this if our impressions of other people were always accurate interpretations of their real personalities. But how often our impressions are misleading because (1) we see other people through ourselves, and (2) because no one reveals himself completely in any one human relationship.

Those of us who are concerned with our own personality development, or the personality development of our students, must be very clear about what we mean by personality. If all we have in mind is the cultivation of a "manner," the basic learning process is imitation, and success comes with practice in the chosen role. For the kind of vivacity which currently passes for "charm," one's best asset is probably an over-active thyroid gland.

A personality, however, *grows*, "from the roots up," according to laws of growth which impose their own conditions on the developing organism. If we desire to influence personality development in any fundamental way, these laws of growth must be understood and obeyed.

The first law has to do with aims—objectives. *What kind of a person do you want to be?* Whether we like to admit it or not, development is always in the direction of deepest desire.

The second law has to do with the growth process itself. *We grow by having experiences* which add to our skill or understanding. Within very wide limits, we have the power to select the experiences from which personalities gather in sensory impressions and ideas to be converted into thoughts and memories. The quality of the developing personality is no better than the qualities of the materials with which it is made.

The third law has to do with the kind of experiences provided for the growing personality. *These must meet basic personality needs.* Otherwise energy which should be freely available for progress in learning is tied up in the fight for survival.

As teachers of family life education, we have a special responsibility for understanding and using these laws to enrich the development of our own personalities, since we venture to offer leadership in one of the most important of all educational areas. First, about objectives: Who has the right to tell anyone else what kind of a person he ought to be? No one, and yet, it is feasible, as Dr. Clifford Kirkpatrick points out in a recent book on mental hygiene, "to seek means of developing a race, all of whom will approximate the more desirable individuals who already exist."

Why are we so afraid of ourselves? It is obvious that the central phase of our development is our sexual adjustment, yet how difficult it is to fight off the common emotional obsessions about sex which destroy so much of our happiness. The person who can meet the following requirements for normal adult sexuality has very little need to worry about the rest of his personality. He is a person who has achieved:

1. The ability to love deeply and wholeheartedly, as a comrade, one member of the opposite sex.
2. The ability to love appropriately in wide variety of other affectional relationships.
3. The ability to manage one's negative feelings of jealousy, hatred, anger and fear, so that these do not interfere with the positive, wholesome expression of one's love impulses.
4. The ability to accept happily the fact of one's sex—one's role in sex life.
5. The ability to appreciate and enjoy both sexes, each for its contribution to living in a bi-sexual world.

What about our selection of experiences? This and the third problem, of meeting basic personality needs, can well be discussed together. We select experiences which meet the universal needs for bodily comfort, security, achievement, recognition and new experience. More important still, we select these experiences with reference to a constantly rising personal standard of values. It is true, as J. B. Priestley says, that our generation is remarkable chiefly for the poverty of its inner life?

With an expanding sense of values and an increasing knowledge of ourselves and our needs, we shall eventually be able to do something about those aspects of our social life which now seem so threatening to wholesome personality development — poverty, ignorance, disease, and crime.

Tea Room Management Class Offered for Girls

Mary Swiston

A tea room management class offered this year at the Superior, Wisconsin, School of Vocational and Adult Education has been popular among girls interested in tea room work.

Twice a week lunches are served for thirty cents to faculty members and outsiders who enjoy eating in a secluded atmosphere.

Each week the girls rotate duties such as manager, cook, pastry cook, salad girl and their respective assistants. Menus are posted two days in advance so that guests may sign up for the luncheon. This enables the managers to know for how many to plan.

Two special projects a month are undertaken by the class. This year it was selected to serve the Boy Scout Council and Ministers' Association Luncheons.

Provisions have been made whereby townspeople may give a bridge luncheon at school. The meal is served in the tea room and bridge may be played in the school's model apartment.

The San Diego Vocational School

The San Diego Vocational School is arising from the shell of a building which once was used as a munitions plant. Harry Tiemann is Vocational Director and states that 2,000 employed adults have enrolled this year. R. I. Choplin, Coordinator, has organized 31 classes in Distributive Education, and Anne Montgomery, Retailing Teacher, is busy installing equipment for her special Retail Stores (Grocery and General Department). Their course in Photographic Selling is the first of its kind in the west.

Industrial Arts and Industrial Society

R. A. HINDERMAN

INDUSTRIAL arts and industrial society are blood relations and should be informed about each other's problems and concerned with each other's progress. The activities and subject matter of industrial arts naturally include the applications of science and the intellectual and muscular efforts of men that make America the world's leading industrial civilization. The industrial arts teacher has the opportunity to assist his pupils in gaining information not touched upon by other school subjects. Such an understanding of industrial society is really needed by every boy who would succeed against the odds that face him in life. This challenge to vitalize learning and extend pupil horizons seems to stand out in bold relief, and yet many industrial arts teachers seem to have failed to become inspired by it.

The engineer is given a concept of his profession that teachers could well consider. It is that great engineering achievements are accomplished only after a lifetime of service, preparation, and continuous growth. No one expects a man who has just received his diploma in civil engineering to design an Oakland Bay Bridge or a Big Thompson Irrigation Project. Nor does the graduate engineer himself expect such accomplishments, but rather he expects to be a draftsman in an engineering office where, as time goes on, he can learn from a great master. Such a concept of continuous growth is needed by the teacher or "human engineer" if he is to succeed and if boys are to learn what they very much need to know. Experience seems to have shown that, if teachers are to become masters, they must be carefully selected, broadly educated, thoroughly inspired, and their efforts must meet with a degree of success that is perceptible to them.

Many obstacles are to be found in successfully extending the industrial arts curriculum beyond the walls of the classroom. The beginning teacher finds so many problems of class organization and management to be solved that the very nature of the work tends toward limitation rather than expansion. And when, after four or five years of service, a teacher has his work fairly well in hand, the temptation is great to continue the routine that is going well and rest on the oars. Here is the opportunity for leadership from the principal, the director, and, not least, from the teacher's major professor to present in vivid and interesting ways the great problems that lie ahead and are still unsolved. Having received the needed encouragement and having pondered it a while, the teacher may go with one of his pupils to visit a metal products plant owned by the pupil's father. The experience is exceedingly interesting and indeed gratifying. The boy's father is very much pleased to become acquainted with the teacher and, being justly proud of his plant, proceeds to tell about his products, processes, problems, and achievements. In a mid-western city an industrial arts teacher had visited such a plant and had for several days been thinking about the many new ideas and activities about which he had learned. Also he found occasions where this information fitted into a number of class discussions on metal work and that pupils seemed to manifest a real interest in this type of industrial information.

One day the boy invited his teacher to dinner, and it was with keen interest that personal preparations were made for this visit to the boy's home. After dinner the men went to the study and, much to the instructor's delight, he found that industrialists are interested in what the school is trying to do for boys. This opportunity made it possible to describe the work of the school and tentative plans for extending the pupils' horizons beyond what could be learned in the classroom. The industrialist was much pleased with the idea of enrichment and said he had a plan that would make other plants available for visits and study. Several days later the principal called the teacher to the office and told him that the industrialist needed another worker in his industrial division for the community chest campaign and that he had been selected to participate. For two weeks this teacher met at noon luncheons with the industrial group and became very well acquainted with them. He also called on fifteen industrial plants and helped organize their drives for subscriptions. Out of this wonderful experience came two things of great value. First, of course, were the new acquaintances which facilitated the extension of the industrial arts program to the community; and second, and probably of more significance, was the opportunity to serve under the inspiring leadership of a great industrialist and to work shoulder to shoulder with other industrialists. The intelligent and sympathetic leadership he received and the urge that he felt to go forward and accomplish things were without doubt among his most priceless experiences. This example has been cited to indicate a type of motivation that teachers need and one that creates a desire for more like it. This type of experience results in good teaching, and a concern for greater accomplishment and growth.

Having considered at some length the teacher's rôle in this problem of industrial arts and industrial society, it would seem valuable to look at the problem itself. Economic conditions over which we have little control have wrought some far-reaching changes in our educational system during the past decade. Some time back the junior high school movement was launched as a means of helping more youth by keeping them in school until a later age when they would be fitted better for participation in occupational life. The problem then was one of keeping pupils in school longer in order to help them do more for themselves, but the present situation is about the reverse of that. In many communities as high as 95 per cent of the pupils of high school age continue in school until graduation. This condition has come about because there is little else for youth to do. Therefore, the problem now is one of providing for the needs of all the children of all the people rather than of a selected group.

A further reason for relating industrial arts and industrial society is the fact that, while economic conditions have changed, the biological aspects of growth and development have not changed. Boys and girls now seem to have the same normal impulses they have always had. They fall in love, seek homes, desire families, and want to earn a living in the manner of all normal people. Therefore, the first wage-earning adjustment that a person makes at the age of from nineteen to twenty-two is a very serious affair. He can't make many adjustments from job to job and at the same time assume responsibilities that go with being the head of a family. With the rapidity of technological change, the increasing complexity of society, and the keen competition for work our job as teachers seems to be one of making youth's knowledge of the community more specific.

There are many ways in which the

industrial arts curriculum can and should be extended beyond the walls of the classroom; and three examples will be described. The utilization of community resources is facilitated by means of visual aids and particularly by the sound motion picture. With its assistance many aspects of industrial life foreign to a given community can be brought into the classroom. One group of boys became deeply interested in the great engineering project known as the Oakland Bay Bridge. With the assistance of the local representative of the United States Steel Corporation, a great amount of varied and pertinent information was assembled. On further search it was found that the school children of San Francisco had studied bridges from all points of view and had compiled references on bridges in the fields of mathematics, literature, history, poetry, and the Bible. Following this groundwork, the crowning achievement came when the film on the construction of the Oakland Bay Bridge was shown to the class. Before them the boys saw how the caissons were constructed and placed many feet below the surface of the water, how the cables were spun as they were carried from shore to shore, how the web-like bracing was attached to the cables, and finally how the decks were secured. It is interesting and valuable to know how many lives were sacrificed in building the bridge, how the bridge moves 14 feet toward the side which faces the sun, and how the salt air makes it necessary for painters to begin applying a fresh coat of paint to the bridge as soon as they have finished putting on the last of a preceding coat.

A second means of utilizing community resources is the excursion to an industrial plant. Here the good industrial arts teacher keeps abreast of the times, maintains valuable acquaintances with industrial leaders, and helps boys to acquire basic understandings of industrial processes. The teacher and the class usually plan the excursions for the semester and a committee on arrangements and one on transportation are chosen for each excursion. The committee on arrangements secures permission to visit, gets someone at the plant to conduct the tour and answer questions, and prepares a mimeographed form on points of observation. This committee also has charge of evaluation, which includes the compiling of a test made from questions submitted by classmates and a report of what the industrial representative thought of the class, its preparation and procedure, and his suggestions for future visits. The committee on transportation gets cars, and not the least important of its duties is inviting as many parents as care to go on the excursion to take advantage of the opportunity. It may be of interest to note that parents become enthusiastic about these visits and participate in them in the prescribed manner. The outcomes of excursions are worth while and varied and can be made even more valuable through the continued efforts of the teacher and the cooperation of the community.

It is frequently pointed out that the unique and valuable feature of industrial arts instruction is that the activities involve the manipulation of tools and materials. A good industrial arts teacher recently described two shop activities that appear to have many educational possibilities in them.

The first activity he described was that of planning a city block of new houses. The class, at different times, became a city planning board, a firm of architects, and a general construction company. The class in its imagination razed a block of old dilapidated residences, salvaged good materials, and disposed of junk. The planning was very interesting and included much reference reading, viewing of house plans, and interviewing of parents, teachers, and ar-

chitects. There were several outstanding features in the plans that were drawn by the pupils. The houses were located next to the street, and the big court-like interior of the block was laid out to provide for games for the children and comfort for the adults. The houses used much glass and brought in the out-of-doors. The plans that boys made for the houses minimized partitions and provided for warmth in coloring effects. A swimming pool was planned on the roof of one of the larger houses when the boys found that the manager of a Penny Store approved the idea on the basis of the 5-foot tank of water covering its whole roof that the store maintained during summer months for purposes of air conditioning. This project required investigation, the making of plans and elevations, and the construction of a model of the block that is the pride of the class and the school.

Another project described by this teacher was along a similar line where the class planned an apartment building that insured the maximum in privacy, comfort, and economy. Sunlighting, artificial lighting, storage, garages, and stores were studied very carefully. The problem of providing for stores on the first floor was an interesting consideration. What types were needed, how many, what was a just rental, and so on, were questions that were investigated. Plans were drawn and again a model was constructed and a real sense of achievement seemed to result from these activities.

The foregoing ideas and suggestions have been presented to show the need for utilizing community resources in vitalizing instruction, to describe intriguing activities that result in teacher growth, and the values to boys that grow out of the natural relationship of industrial arts and industrial society.

Home Economics for Boys

Bessie Starling

Do you enjoy teaching? Have you analyzed yourself as a teacher to find the answer? Here is a sure-fire way. Organize a boys' class in home economics. You lose yourself in the preparation for and the approach to the units which are the needs and wants of boys of high school and out-of-school age.

You have found yourself when you learn how to help those eager individuals find a way to solve their basic problems of life. You have begun only when you win every boy's faith in your interest in him as an individual. Once accomplished, you become a super person, playing the rôle between a teacher and a mother. Inspiring them in their ideals and ideas is like discovering a new and unknown element of the universe.

The subject matter for my present class of twenty boys is based primarily on the needs, wants and desires of three previous classes plus the present one. It consists of units on physical and mental well-being, care of the body, food for health, simple preparation of foods, knowledge of emotional life, how to dress, how to buy intelligently, personality and good grooming, social etiquette, the boy's share in home and family life and running a successful home and his place in the community.

Education for Rural Out-of-School Youth

JAMES H. PEARSON

PROVIDING the needed educational opportunities for young men and young women 16 to 25 years of age who are living on farms but are not established on an independent basis as farmers or homemakers is a very challenging problem. The subject might be approached by presenting facts relative to the thousands of young men and young women on farms, the number of young people migrating from rural to urban centers to seek employment, the number who return to farms as a result of their inability to find employment, the outlook for youth in farming occupations, and what the different states are doing to provide an educational program to meet the needs of these young men and women. It seems sufficient to state that there are thousands of young men and young women on farms who are not yet established on an independent basis as farmers or homemakers, and that there are individuals coming into and also moving out of this classified group each year. These young people are ambitious, their desires approach the desires of adults, and it is from this group that farm operators and farm homemakers will largely come. These young people go through a transition period from secondary school to farm operatorship and homemaking and need help with vital problems during that period.

The major problems and needs of these young men and young women are: *(a)* economic—how to earn money to pay for the things they desire; *(b)* social—how to make adjustments in a complex society and how to participate in it. These young men and young women have many common problems; for example, both have difficulty in securing money for the things they desire. They need assistance through an educational program in the solution of their own problems as they recognize them, and also in discovering and solving problems confronting them and of which they are not at present aware. Any educational program to be effective for this group must be designed to develop the ability on the part of these young people to solve their own problems.

There is already a rather generally accepted objective for the agricultural education program for out-of-school young men on farms. It is to develop the individual's ability to establish himself in farming on a satisfactory basis. This objective has given constructive guidance in setting up educational programs to meet the specific needs of young men on farms. Such programs include instruction designed to develop ability with respect to agricultural financing, acquiring livestock, equipment and seed for farming, renting farms, purchasing farms, producing farm products, marketing farm products, and agricultural engineering. There is tangible evidence that the objectives of the instruction are being attained, as shown by the number of young men who have established themselves in farming and are making progress in the occupation. However, there may be need for modification of the program to increase its effectiveness.

It would be undesirable in a relatively new program to make positive

statements setting up kinds of programs that would be most effective. It seems constructive, however, at this time to make a few suggestions for the development of educational programs to serve out-of-school young men and young women. It is not expected that the programs which would be developed would be identical for different groups, different communities and states.

In raising some problems for consideration in the development of such programs, it is desirable to keep in mind the idea that it is possible to develop or set up units where all of the instruction will be carried out in joint meetings of the two groups or else have a program where a part of the instruction is carried on in joint meetings and a part in segregated groups. It seems to be undesirable to work on the development of a program that would have any tendency to decrease the instruction on agricultural problems since producing the income is basic. An acceptable program should be so planned as to have it supplement existing agricultural programs rather than supplant or decrease interest in them. The development of effective programs must consider attitudes on the part of both young men and young women about life on farms and the development of abilities on the part of the individuals in the solution of their individual problems.

Each of the two services, agricultural and homemaking education, has had very effective instruction with its respective groups in developing some ability to solve certain problems, but many problems in life's experience are solved by the young men and young women working together. This raises a question as to whether certain desirable objectives may be more effectively accomplished by having the groups of young men and young women together in joint meetings for some instruction rather than in segregated groups.

The following suggestions are limited to units of instruction for joint meetings and do not include production of farm commodities, farm management, marketing, child care, home nursing, meal planning and other units commonly included in a program for young men or young women. Only such units as seem appropriate for joint meetings are included. A few are: Home and farm financing; homestead beautification; home improvement and repair; budgeting home and farm expenses; farm and home mechanics; rural electrification; employment and management of home and farm labor; health and safety on farms; community development needs; consumer buying; farm building, location, design, construction; house planning; food for the family. An attempt was made to limit the suggestions to units of instruction that would include supervised or directed practice or home projects. In many cases the project program should be planned and executed jointly by the young men and young women when they come from the same homes or as a cooperative undertaking with other members of the family.

In the development of the program there are some procedures that seem desirable for consideration by supervisors. They might well:

1. Assume aggressive leadership with school administrators, teachers in vocational departments, and others responsible in the development of educational programs to meet the specific needs of young men and young women on farms but who are not yet established as independent farmers or homemakers.

2. Carry out studies with rural young men and young women to discover facts as to their *(a)* personal characteristics, *(b)* economic situations, and *(c)* social problems, that are needed to develop educational programs to meet their needs.

3. Analyze present programs in the

different states to determine the effectiveness of the instructional program in meeting the particular needs of the individuals in the group and the problems of the group as a whole.

4. Develop more ability on the part of employed teachers of agriculture and homemaking to deal effectively with these groups by providing special short intensive training courses, graduate courses and conferences, and by using materials developed by employed teachers, in pre-employment training.

5. Prepare and distribute constructive suggestions to administrators, teachers, and others who are planning programs for out-of-school youth, especially where it is anticipated that the programs will be designed to meet the needs of both young men and young women, and the instruction is to be carried out in joint meetings of the two groups.

6. Take advantage of the developments that are favorable to the promotion and improvement of a program such as: *(a)* twelve month employment of teachers of agriculture, *(b)* increased length of term of employment of home economics teachers, *(c)* provisions for payment of official travel of teachers, *(d)* general interest in adult education, *(e)* the desire to put teachers on full-time basis to develop well-rounded community programs in agriculture and homemaking rather than giving them responsibility for academic courses and other school activities.

7. Use the leadership within the groups of young people in planning definite educational programs to serve out-of-school young men and young women on farms by helping them analyze problems that they themselves recognize and also those that are apparent to adults.

A Home Economics Camp

GENEVIEVE M. KYER

THE Home Economics girls of Dunbar High School, Lexington, North Carolina, had a two day camping trip last August. They went about three miles out of town; each girl carried her own bedding and food. They prepared and served their own meals and spent a very pleasant trip hiking through the woods and playing games.

Girls who are interested and have made worthy accomplishments in the field of Home Economics should be rewarded. They should be given an opportunity to meet girls of the same standing from other schools and discuss with them their common and personal problems. The camp may serve this purpose.

The girls who went on the camping trip last August were not selected, but this year it will be different. Since reward for achievement leads to better work, only girls who have met the requirements to the best of their ability may take the trip. As a result every girl is working hard now to be able to go to camp next fall. Even though the group will include only the girls of our school, I feel that the interest would be much keener were they looking forward to meeting other girls than the ones with whom they come in contact every day.

Youth, Apprenticeship, and Organized Labor*

LAWRENCE M. RAFTERY

"They (youth) feel useless and unnecessary, discouraged and defeated, because they are a burden upon their parents when their one ambition is to be independent and self-sustaining."

"The more of these boys that can be safely guided through this transitory period and properly placed in a trade or in industry, the fewer of them will appear on police blotters and in the halls of the radicals and collectivists."

"About 7 per cent of the skilled personnel of industry is lost annually. Mechanics must be trained to take their places.

"New products, new materials, new ideas and new methods have created a demand for better trained workers."

Mr. Raftery's article that follows should be read by every employer, as well as by vocational educators. The social significance of what he says is indeed far reaching.—THE EDITORS.

I AM grateful for this opportunity to take part in this program of the Trade and Industrial Section of the American Vocational Association Convention. Trade and Industrial Education is a subject to which I, as a representative for many years of organized labor and the father of nine grown and growing children who are seeking or who very shortly must find their place in the trades or in industry, have given much personal interest and consideration.

Our present-day system of public education enables youth to obtain a little general knowledge of a wide variety of subjects and no doubt gives him a cultural background which should enable him to appreciate and enjoy many of the finer experiences of his life, but it fails to give him sufficient guidance and information to make easy or possible his transition from school to desirable employment, and it is gratifying to know that today, through vocational education and through such associations as this and similar organizations of employers and labor, the problems of youth, apprenticeship and trade and industrial training are beginning to receive the interest and attention which they have so long deserved.

The problems presented by this period of transition from school to employment were never more numerous and acute, nor more needful of careful solution, than today because of the years of depression and unemployment through which we have just passed. There are many idle young men between the ages of sixteen and twenty-one who, in better times, would be pursuing the higher education necessary to follow the art or

* Paper presented at St. Louis, Mo., December 2, 1938, at Annual Convention of American Vocational Association.

profession of their choice or at work, and who normally would be planning their futures along conventional patterns of home and family, but who now present a youth problem because, unfortunately, they are not situated so as to be able to continue their education or are unable to find their place in our complicated industrial scheme. They feel useless and unnecessary, discouraged and defeated, because they are a burden upon their parents when their one ambition is to be independent and self-sustaining, and are a problem to our civic organizations and the patrolman on the beat when they feel that they should be shouldering the responsibility of citizenship in their community, or they become embittered and fall easy prey to the flaming tongues of criminals, radicals and revolutionaries. The more of these boys that can be safely guided through this transitory period and properly placed in a trade or in industry, the fewer of them will appear on police blotters and in the halls of the radicals and collectivists.

Too few of our youth have any real conception of the qualifications and requirements of any of the number of types of employment which may be open to them upon leaving the school. Too often the choice of a vocation is the result of chance or accident instead of intelligent and careful planning. Even though youth may be able to analyze their own general qualifications and special aptitudes and talents, this is not helpful unless done in the light of a thorough and complete knowledge of the trade or employment for which they are attempting to measure themselves. The most obvious way in which to attack this problem is to provide these young people with the knowledge, training and guidance which will fit them for a definite place in our industrial plan, and the most universally acceptable available agency to provide this guidance and training is the trade and vocational school.

Likewise in this age of high-speed machinery and general speed-up in trade and industry which places the emphasis definitely upon production, but little consideration is given by the employer to the training of the young men who come into his shop, and with the employee pursuing the same slipshod, haphazard course which landed him in the job, skill and craftsmanship suffer and the employee never advances beyond the semi-skilled stage of mediocre workmanship. Many employers of tradesmen evade their responsibility for the training of future mechanics in their industry entirely by refusing to employ apprentices, and many others who do employ them pay but little attention to their advancement in the trade. It is necessary, then, that this training, which is lacking in the shop, be supplied to the apprentice from an outside source, and again it is the trade and vocational school which must be relied upon to fill this need through its trade extension classes.

We believe that apprenticeship, supplemented by trade extension education, is the proper method of entry into any trade. Organized labor has found that men who have learned their trade by this method make the best mechanics and the best union members. From the standpoint of the employer, men trained in the shop are far superior to those of equal skill hired from the outside. The outsider is not trained to the policies and traditions of the firm and does not fully comprehend its standards of skill and craftsmanship and quality. Further, his only interest is in his job, and he will work for that shop only as long as he thinks there is no advantage to him in working elsewhere. The apprentice trained in the shop is a member of the shop family; the shop is his home. According to figures obtainable from

apprentices, employers and others, shops which employ properly trained apprentices have an annual turnover of 35 per cent less than the others. Employee turnover is expensive in that the employer finds increased spoilage and costs and additional supervision necessary when new men must be broken in.

When the employer's business is staffed by happy and energetic workers, he gets his work out and maintains quality. When his employees are in a different frame of mind he has trouble. The matter of maintaining a high morale among employees is a most delicate problem, one which most employers would give a great deal to solve, but of which most know very little. The apprentice has confidence in the employer under whom he has learned his trade. The proper execution of his contract, together with the opportunity for advancement, builds up a morale which can be obtained in no other way. Youth is impressionable at the apprentice age and, if the employer helps him and takes an interest in his problems and difficulties, he will be grateful, and respond in cooperation and service and a mutual understanding will result which will endure throughout the years of employment.

Properly trained apprentices make good citizens and good union members. It is very rarely that the member who rises from such apprenticeship becomes a serious problem to his union. More often than not it is the less skilled and less qualified member who gives the union the major share of its problems. The skilled man, because he has been trained in sequential thinking and directed planning in connection with his work, has more or less unconsciously carried that kind of thinking into his personal problems. They are more amenable to reason, more apt to consider a problem from both sides, and less inclined toward radicalism and ill-considered action. Properly supervised apprenticeship gives the youth, through close contact with both his union organization and his employer, a clear picture of proper employer-employee relationship and responsibilities, and his school work in connection with his apprenticeship gives him an insight into his duties and responsibilities as a citizen and impresses upon him the necessity of proper thinking.

While it is true that opportunities for apprenticeship in the trades are not as good today as was once the case, there are still a considerable number of good openings available each year, and it should be the purpose of those engaged in the trades, both employees and employers, to attract the right type of young men to these jobs. According to conservative estimates, industry loses about 7 per cent of its skilled men every year as a result of death, superannuation, transfer to other occupations and other causes. Mechanics must be trained to take the place of those who leave. If employers, labor and the trade and industrial schools do not meet this responsibility by an organized program, the result will be an ever-increasing shortage of skill and an increase of mediocrity in the trades. The responsibility of bringing young men into the trades and of training them as apprentices confronts both the employer and labor. Recognition of this responsibility should be expressed definitely in terms of a required quota of apprentices in the trade or industry and a hearty cooperation of labor and employer with the trade and industrial training authorities.

Just as the youth should use every means at his disposal to plan and choose his job, so also should the trades and industries exercise care in selecting and controlling those who are to be taken in and trained. Although high school graduation or its equivalent is

an asset, any young man who is eager to learn and has the intelligence and ability necessary to learn the skill and technical work is acceptable in most trades. Students who have taken special courses in related subjects have, of course, a distinct advantage, though they should not overlook the necessity of the trade extension class work. Generally speaking, the trades do not desire boys younger than sixteen years of age to enter apprentice training.

The apprentice need not have above the average strength to perform his duties, but he should have a good physique, as most trades require a considerable amount of moving about, lifting, climbing and working under conditions which require muscular action. His hearing and eyesight should be good, as well as his general health.

The employer expects the apprentice to manifest an interest in his work, to fit himself into the company organization, to know the correct relationship of the apprentice to the employer and to his fellow workers, to have a desire to learn, to be resourceful, to plan and organize his work, and to know how to conserve materials and care for tools and equipment. He expects the apprentice to be punctual, to keep in good health, to develop initiative and leadership, to respond to suggestion and instructions, to cooperate in every way and to be careful of his personal appearance. The apprentice is expected to earn while he is learning, to keep informed as to new facts and new ideas of the trade while on the job, and also better to equip himself for the trade by attending the vocational school each week so as to obtain the necessary technical instruction. The apprentice is judged by the work he does and his attitude toward his job, his employer, his fellow workmen and the public. A good apprentice will take pride in doing his work well and will give an honest day's work for an honest day's pay.

The depression in many cases resulted in a cessation of training, and as a consequence no attempt was made to replace craftsmen lost through death, retirement or change of occupation. In other trades new products, new materials, new ideas and new methods have created a demand for better trained workers. In the painting trade, for example, new decorations, new materials and new color schemes are in demand which require special training on the part of those engaged in the painting and decorating trade who must be familiar with them. All of these factors tend to make painting and decorating an interesting and desirable trade for young men to learn. In addition to the opportunity afforded craftsmen in the trade to display individuality is the possibility open to them of becoming foremen or contractors.

The painting and decorating trade is in need of men who have a complete knowledge of the practical and technical phases of the trade and who can supervise men on the job. A painter who has thoroughly mastered his trade and has the ability to handle men may become a foreman, in which position it may be necessary for him to estimate costs and make bids on specific jobs, lay out directions for doing the job, and supervise the work of those hired to do the job. Before he can become a successful painting contractor, which requires ability to hire and supervise competent foremen and mechanics, make careful cost estimates on prospective jobs, and use good business judgment, an individual must have served as a practical painter and painting foreman.

Apprentice training has often proved a failure when operated by a single group alone. Trade and industrial education should bring together the three parties necessary to the success of a

vocational training program—workers, employers, and the school authorities. The most effective apprentice programs are to be found where representative trade advisory committees of workers, employers and the trade school have been set up to assist in solving training and placement problems. Here competent craftsmen have been employed to teach and a practical training program has been put into operation.

Therefore, the apprentice training program should provide: (1) A trade advisory committee composed of representatives from labor, employers and the vocational school; (2) a written indenture agreement insuring the apprentice a reasonably continuous employment in the trade with fair wages and wage increases based upon ability, interest and progress made; (3) credit on the term of apprenticeship for training given in the school approved by the advisory committee and credit on the term of apprenticeship for apprentices who have the necessary practical experience, skill and technical knowledge and who can pass a test given by the committee; (4) a variety of experiences in the trade under the close supervision of a competent practical foreman or craftsman; (5) organized instruction in technical and practical work which applies directly to the work the apprentice is doing and which helps to develop craftsmanship, given in the school by a trade teacher at least four hours a week; and (6) the apprentice should receive pay for his school time at the same rate he receives for his work in the shop.

The program should be simple and flexible enough so that the craftsman-teacher may quickly and easily determine what he must teach the apprentice during the four hours a week he spends in the school. It should provide for coordination of the practical work in the trade school and the work done in the industry, through the cooperation of the advisory committee representing the employers, workers and vocational school.

One of the chief difficulties in training an apprentice is to organize the practical experience he receives in industry so that he may have opportunity to work on a variety of jobs typical to the trade. Too often an apprentice makes good in one class of work and the employer is reluctant to assign him to some other operation. Such a policy is, of course, fatal to the training program.

The objective of an apprentice training program should be to give an apprentice practical experience on the job in every conceivable branch of his trade so that he may develop into an able craftsman. It is most important that the advisory committee adopt without reservation a program that requires the employer to take sufficient interest in the apprentice to provide him with complete and practical experiences. Too often the apprentice is lost sight of and no attempt is made to give him progressive experience. The apprentice trained in this way graduates from his training course as a semi-skilled worker and not as a recognized craftsman. If apprentice training is to be a success, the apprentice must have a fair chance to learn every important phase of the trade. A training program with this objective, properly organized, will be a safeguard to craftsmanship.

Educating Citizens

A Program for Democracy

A WORLD increasingly subject to conniption fits, jittery with wondering what the dictators have up their sleeves, and literally radiating "isms," has awakened educators and Americans in general to the need for a greater appreciation and understanding of government and democracy.

It has awakened them to the need for some means of increasing the active participation of the average citizen in government—to the need for our young men and women to become functioning citizens, not only in but with and of our democracy.

The American Vocational Association, at its St. Louis convention, passed a resolution endorsing a program designed to show young men and women how to become functioning citizens and to understand the obligations, responsibilities and privileges the American form of democracy entails. More, the program would teach those young men and women to want to become functioning citizens. Not only did the convention endorse the plan, but recommended it be adopted in other communities throughout America.

The program the A.V.A. endorsed at its convention is a Citizenship Day project under way in Manitowoc County, Wisconsin. Manitowoc has set aside May 21st as Citizenship Day—a day on which the county's 1,200 young people who reached the age of 21 between May 1, 1938, and May 1, 1939, were formally inducted into the status of citizenship.

But that formal induction was but a small part of the entire program, a climaxing ceremony for an educational program of several months.

Basically, the plan is this: Manitowoc County has 38 voting precincts. The young men and women who took part in the Citizenship Day program were organized in each of those 38 precincts. Beginning in January, each precinct group had three meetings before the May 21st program. At these meetings they received factual and inspirational instruction in local government and its relationship to the state and nation, democracy, and the duties and privileges of citizenship. Sociology teachers in the county's schools, jurists, public officials and other qualified men and women worked with these groups at the various meetings. They were encouraged, in addition, to hold unorganized meetings of their own to further their studies.

So, when May 21st rolled around, Manitowoc had a citizenship class of 1,200 informed, enthusiastic fledgling citizens ready to take their places as functioning members of the community and the nation.

The idea started when Prof. R. J. Colbert, head of the University of Wisconsin extension division's departments of economics and sociology, suggested it to a round-table in municipal government held at the Manitowoc school for vocational and adult education. In quick time the proposal grew. Committees were organized. County leaders and organizations enthusiastically offered their services and help and the entire county got behind the movement.

But it spread beyond that. President Clarence Dykstra of the University of Wisconsin and Chief Justice Marvin B. Rosenberry of the State Supreme Court became interested. President Dykstra asked Dr. Colbert to give as much of his

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E. B. Matthew

E. B. MATTHEW

E. B. MATTHEW, State Director of Vocational Education, State Department of Education of Arkansas, died at his home, 910 North Martin Street, Little Rock, at 2:30 Friday morning, February 17. Death was due to a heart attack. He had been reported greatly improved, and it was thought that his recovery was certain.

Mr. Matthew was born in Virginia, Illinois, March 13, 1875. He was the son of Mr. and Mrs. Charles C. Matthew, and with his parents moved to Kansas at an early age, and was educated in the public schools of that state. He was graduated from the Kansas State Teachers' College at Emporia, Kansas, with an A. B. degree, and received his M. S. degree from the University of Wisconsin. He also studied at the University of Chicago, Cornell, and the University of Louisiana.

Mr. Matthew taught in the public schools of Kansas, and was Professor of Agriculture in the Fort Hays, Kansas, State College. He came to Arkansas as a Professor of Agricultural Education at the University of Arkansas in 1918. After the state acceptance of federal aid for vocational education as provided for in the Smith-Hughes Act, and the inauguration of the state program in vocational education, Mr. Matthew was appointed State Supervisor of Agricultural Education in 1919. He served in this position until 1928, when he was made Director of Vocational Education, with administration over the entire program, including agriculture, home economics, trades and industries, and civilian vocational rehabilitation. During the years Mr. Matthew served in the Division of Vocational Education the program developed from a small beginning of eleven centers with an enrollment of 132 students to the present-day program of approximately 500 centers with an enrollment well over 40,000.

Mr. Matthew was a life member of the American Vocational Association. This membership was presented to him by the members of the Arkansas Vocational Association, as a testimonial to his leadership. He served as Vice-President for Agricultural Education in the American Vocational Association in 1936-37. He was a Master Mason, Royal Arch Mason, and a Knight Templar. In the latter organization he held a demit from Hays, Kansas, where he was for years an active member. He has been a leader in farm, civic, and educational organizations in Arkansas. At the time of his death he was a member of the State Advisory Committee of the Soil Conservation Service, and also a member of the Committee on Education, Health and Housing of the Arkansas Farm Tenancy Commission.

When an emergency relief program in adult education was carried on under the FERA in 1934, Mr. Matthew was appointed director of the program, adding these duties to those of his vocational education directorship.

He is survived by his wife; one daughter, Mrs. Roy Kubista of Madison, Wisconsin; two brothers and three sisters.

The Passing of E. E. Gunn, Jr.

Whereas: The Almighty has removed from our midst and has made a final recording in the life of our esteemed friend and co-worker, E. E. Gunn, Jr., and

Whereas: We have sustained the loss of a friend whose fellowship it was an honor and a pleasure to enjoy; whose judgments and counsel were cherished by all who gained them, and

Whereas: The fullness of his life as a teacher, state supervisor, assistant director of vocational education in the great State of Wisconsin has had strong influence in the shaping of a fuller education for youth in America, and

Whereas: As a friend, he has influenced so humanly our professional and social lives, and

Whereas: It is meet and fitting for the American Vocational Association to take formal recognition; therefore, be it

Resolved that:

1. We cause a copy of this resolution to be sent to Mrs. E. E. Gunn, Jr., for the immediate family.
2. We cause copies of this resolution to be sent to the Madison, Wisconsin, Press.
3. We ask the Federal Office of Education to include it in their archives.
4. We include a printing in the Bulletin of the American Vocational Association of the United States.

Educating Citizens

(Continued from page 117)

time as possible to further the plan. Justice Rosenberry began work on ritual and ceremony for the May 21st program. President Dykstra offered the cooperation and facilities of the entire university. Endorsements and requests for information have poured in.

Through the cooperation of Director Nimtz of the Manitowoc vocational school, the committees were working out of the vocational school and the board of vocational and adult education more or less took the project under its wing—as well it might, for it is essentially an educational program.

Manitowoc hopes to set a pattern for America. It hopes, ultimately, that its plan to instruct new citizens and formally recognize their new status as citizens by appropriate ceremony will form the basis for a new national holiday, one of the most important of all to America's future—Citizenship Day.—*"Herald-Times," Manitowoc, Wisconsin.*

Minnesota News Notes

There are ten centers or areas in Minnesota where clubs of Industrial Arts teachers are organized. The usual number of meetings per year for each club is three. Programs include addresses, demonstrations, conferences, and committee reports. The state supervisor, University men, and Teachers College men attend the meetings whenever possible. The St. Paul Club has completed twenty-five years of service and fellowship under the sponsorship of Mr. George M. Brace.

Mr. Gordon O. Voss, State Supervisor of Industrial Education for Minnesota, reports an unusual number of small schools planning to inaugurate industrial arts programs next Fall.

Professor Homer J. Smith, new Vice-President for Industrial Arts, is eager to have suggestions regarding the Industrial Arts sessions of the Grand Rapids A.V.A. program next December.

The Grand Rapids Convention

GRAND RAPIDS, Michigan—December 6-9, 1939. That is the place, and those are the dates for the 1939 A.V.A. convention.

Convention headquarters will be at the Hotel Pantlind and the Civic Auditorium, which is connected with the Hotel Pantlind by an underground passage. Your A.V.A. officers, in cooperation with state vocational leaders in Michigan, Superintendent Krause, and members of his staff in Grand Rapids, the Convention Bureau, and the Management of the Hotel Pantlind, have agreed upon definite arrangements for all meeting places, official headquarters, commercial exhibits and other main features of the convention. The Hotel Pantlind has agreed to set aside a definite number of minimum priced rooms for the use of our A.V.A. delegates. Because a number of reservations have already been made, we suggest that you write early for reservations. Within the radius of two or three blocks from the Pantlind Hotel are several good hotels with a varying scale of rates which will adequately accommodate those attending the convention at rates desired. The September issue of the A.V.A. JOURNAL will carry a list of hotels, showing hotel rates.

Mr. A. W. Krause, Superintendent of Schools in Grand Rapids, is Chairman of the local A.V.A. Convention Committee. Assisted by George Frazee, Arthur Reagh, and other members of the staff, and with the active cooperation of State Director George H. Fern, our A.V.A. Vice-President for Home Economics, Miss Ruth Freegard, Earl Bedell of Detroit, and many other vocational education and industrial arts leaders in the state, Mr. Krause and his committee are already actively at work on the details of what may prove to be one of the best organized and interesting A.V.A. conventions yet held. The entire Michigan group has shown a fine spirit from the very beginning, and everyone in the state is turning in to make this convention not only a Grand Rapids convention, but a Michigan convention. This will mean much for the success and spirit of the convention and for attendance at the convention.

There are many interesting schools and industrial plants that may be visited in Grand Rapids, and other parts of Michigan, in connection with our A.V.A. convention. Grand Rapids itself is noted as a furniture center. Arrangements will be made for visits to one or more furniture factories. En route to the convention many of our delegates will wish to visit one of the numerous automobile manufacturing plants in Detroit or other Michigan cities. Vocational schools, industrial arts shops, and teacher training centers, may be visited in Detroit, Wayne University, the University of Michigan, State Teachers College at Kalamazoo, Lansing and East Lansing, Benton Harbor, Grand Rapids and other cities.

The September A.V.A. JOURNAL will carry an interesting convention article prepared by our local Grand Rapids A.V.A. Convention Committee.

Make Hotel Reservations Early.

N.E.A.—Department of Vocational Education

San Francisco, California
July 3 and 5, 1939

THE program of the Department of Vocational Education of the National Education Association for the summer meeting in San Francisco, California, is developing rapidly and will be of interest to administrators and all persons engaged in Vocational and Practical Arts Education.

Robert J. Stoffer, Supervisor of Apprentice Training in San Francisco, is the local chairman for the convention. He is being ably assisted by many of the leaders of Vocational Education in that state. Mr. J. G. Allen, Principal of the Soldiers' Orphan School, Scotland, Pennsylvania, will be present and serve as convention secretary.

The first session will be held on Monday, July 3, at 2 o'clock, the main topic being "Socially Integrative Values in Vocational Education." Dr. B. E. Mallory, Lecturer in Education, University of California, will speak on "Community Agencies in the Vocational Guidance Program." Miss Edith Pence, Director of Curriculum, San Francisco Public Schools, has been invited to discuss "Curriculum Values in Vocational Education." "The Program of Student Placement" will be presented by Mr. Spencer Benbow, Assistant Director of Vocational Education in Oakland.

One of the leading superintendents on the West Coast, with an outstanding program in Vocational Education, will speak on "An Integrative Program in Operation."

There will be two sessions held on Wednesday, July 5, from 2 to 4 o'clock. The program of the Group A session will be on "Trade and Industrial Education and the Community." Mr. John C. Beswick, Chief of the Division of Trade and Industrial Education in California, the first speaker, will present the "Program of Trade and Industrial Education." One of the labor leaders in California, who has been invited, will give us "The Attitude of Labor toward Trade and Industrial Education." "Industry's Attitude toward Trade and Industrial Education" will be ably presented by a representative employer. Time is provided for a general discussion at this conference. Group B will meet on July 5 at 2 o'clock with Dr. Emily Palmer, University of California, as the presiding officer. This program will have to do with "Occupational Training Programs for Women." While the detailed program is not available at this time, it is being developed by Dr. Palmer in conjunction with the Home Economics educators of California.

A short business meeting will follow the sessions on Wednesday for the election of officers. Charles W. Sylvester, Director of the Division of Vocational Education in Baltimore, is now serving as President, with Dr. Paul L. Cressman, Director, Bureau of Instruction, Department of Public Instruction, Harrisburg, Pennsylvania, as Secretary.

National Safety Council Services for Vocational Safety Training

IT IS safe to say that the majority of American Vocational Association members are familiar with the services offered by the National Safety Council for safety education and training in the vocational school. Many of our members have been applying council services for years as part of effective safety programs built along accepted industrial lines. Others will be interested in this brief outline of the Council's School Shop Safety Training Service.

Our future industrial executives and workers must be equipped with a workable knowledge of accepted industrial safety methods and procedures. And, largely due to the great strides made in accident elimination since the National Safety Council's inauguration a quarter-century ago, industry has come to require adequate employee training and experience. Of equal importance is the responsibility of every school to develop an attitude of mind that will fit the students for safe living later on in life.

Briefly, the Council's School Shop Safety Training Services provide authentic and complete information on industrial safety practices, offer a guide for the organization and continuation of the shop safety program, and include visual educational materials to properly and effectively teach safety.

An excellent way in which to teach accident prevention in the school shop is to have the students carry on a safety program such as would be done in an industrial plant. A suggested plan for the organization of such a safety program is presented in the Council's manual, "Safety Training for Vocational Schools and School Shops," which is a part of the service.

These are the various items included in the Council's School Shop Safety Training Service, available for annual dues of $10.00 for each school:

1. National Safety *News*, the Council's official monthly magazine of safety.
2. "Safety Training for Vocational Schools and School Shops." This is a 64-page reference book, offering many helpful suggestions for the entire shop safety program.
3. Safety Posters. Each member receives 150 safety posters during the school year. Posters may be selected from the miniatures appearing each month in the National Safety *News*.
4. Use of industrial safety film strips and motion picture films on a rental basis.
5. "The Healthy Worker," a 48-page booklet containing valuable information on how to prevent illness.
6. Safe Practices Pamphlets. These are technical studies on special industrial safety problems and hazards. Each member receives four pamphlets on subjects requested.
7. "Shop Safety—Illustrated" is a 40-page booklet, fully illustrated, presenting the hazards in an industrial plant and showing how to eliminate them.
8. Safety Instruction Cards. These contain brief, concise information on safe job performance. Each member receives twenty-five Safety Instruction Cards from a list of 500 subjects.
9. School Shop Safety News Letter. A monthly, informal publication offering a medium in which school shop members of the Council may discuss common problems.
10. Accident Facts. An annual statistical review, fully covering the entire nation's accident experience.
11. Consultation with the Council's technical and engineering staffs and unlimited use of its Bureau of Information or safety library.
12. Annual Safety Calendar with monthly illustrations in full color and containing suggestions on first aid, personal safe practices and health hints.

Those who wish additional information and sample materials are asked to write Mr. W. H. Cameron, Managing Director, National Safety Council, 20 N. Wacker Drive, Chicago.

Fitting Out for the Fair

ALL winter long while the Ship nestles between ice cakes in the slip off Sputin' Deil, the crew sits around the Ole Tar's club grousing about the decadence of the age. If a latch breaks on the entry door or a hasp fails on the woodbox, or the leather gasket crumbles on the pump, every jack tar of the crew has lumbago, gout or a squeak in the sacroiliac. To lift a screw driver would be tedious; to push a drill, misery; to ream out a tap, pure torture.

Paint the floor? Impossible, call the handy man over at the sawmill. Put a new port in the galley window? Signal that hardware clerk and have him bring some triangular tacks and a wad of putty. He can put it in hisself. No! Then stuff in an old quilt and let the wind go hang.

But now that May has crept into the headwaters and the craft at anchor is bobbing up and down, everyone dons dungarees, a blue wool shirt and tasseled knit cap, and scuttles up the Jacobs ladder to fall to work with sandpaper, putty, oakum and paint.

Comes the spring and our namby-pamby crew really unhibernate and joyously dunk themselves in grease and shower off in green bilge. Reminds you of ducks breaking through slush ice.

The friction of sand on decks, the rubbing of tar into strands of rope, the degumming of the propeller shaft, the swish-swash of grey deck-paint set up a rhythm that breaks forth into a sea chantey. Pardon our tonsillitis. The folded canvas, lowered from the loft, is hoisted 'mid the screech of protesting wooden blocks to yards and paid out along jib and spanker. The whole thing smells of tar, bilge and seaweed. But do the crew love whiffing and tobacco and dreaming of new AVA ports of call!

It's no passing lick and a promise as the crew sets to with a will to deck out the top side and scrape keel-hauled barnacles from the hull. So, mateys, fold back the hatch covers, open the ports, let the mildew out of the cabin—for May has come again to the Ship and the Fair opens and television starts.

Whenever the Crew gets tense about the economic outlook, or the decreasing population curve, or Hitler's drang nach osten, they think about the flood and Noah and realize we haven't made all the mistakes. What a grand chance Noah miffed, for instance, to improve things. Instead of letting the fleas and gold fish come aboard, he might have eased a dog's life and made these college gulping contests impossible.

Of course, let's look forward and upward. Remember the prayer of the negro preacher: "O Lawd, give Thy servant this mawnin' the eyes o' th' eagle, th' wisdom of th' owl, connect his soul with th' gospel telephone in central skies—'noint him with kerosene oil of salvation and set him on fire!"

However, even if a May morning ignites us with the joy of living, don't forget that man is born with certain inalienable rights which aren't worth much when two ex-corporals start dropping tons of steel-jacketed thimbles on your upper deck. But you can't tell—maybe even the minnow goes home and brags about the size of the bait he stole. In these days, ethics are the things a man uses until he gets into a tight place.

At which point the cook dug a recalcitrant eye out of an Idaho spud and told us about his brother, George. Ten years ago George left a little Vermont town and made good in New York. Going

back to look over the home town, he saw no one on the platform until he recognized Pete, the baggage man. So expecting a Vermont maple-sirup welcome, he rushed over. But Pete looked him up and down, and commented, " 'Lo, George, be ye goin' away?"

While oiling a salt-water reel, Charles Sylvester recounted how one of his Baltimore boys had returned ten dollars to the school office. Charley said, "You're an honest boy, but it was a $10 bill I dropped, not ten ones." To which the oyster shucker's son replied, "Ah know, Mistah Sylvestah, but the last time Ah found one of ya' $10 bills, you all hadn't any change."

Which Homer Smith concludes merely goes to prove there's a tie between a father and son and ten to one the son's wearing it.

Russ Greenley, expert in hydraulics, claims the greatest water power is a woman's tears. Which Ruth Freegard asserts merely goes to prove that every man is his own ancestor and every man his own heir. He devises his own future and he inherits his own past.

Earl Bedell in the forecastle as he trimmed a whale oil lamp, told how in one of those tycoon auto plants in his home town the big boss stopped a slavey on the assembly line and held out this hope—"We've been watching your work on the left rear bumper bolt, Hendrickson, and we think you're primed for promotion to the right front spring shackle nut." Human relations plus!

All business, all art, all finance, every airplane in the air, every television set in a penthouse, every ship at sea, every bridge that spans the water, every discovery in the world owes its origin, its first impulse to that strange element—Imagination. Of course, by imagination in vocational education we don't mean merely a vague idea. One homeck teacher confided to her friend, "My dear, your fiance is charming. He has that certain something." To which the more practical homeck Miss replied, "Yes, he does have a certain something, but I'd rather he had something certain."

There back in the galley two auld salts were complaining to ease their conscience:

"There no muckle pleasure in smokin' ."

"Ho dae ye make that oot?"

"Wall, ye see, if ye're smokin' yer ain 'bacca ye're thinkin' o' the awful expense, and if ye're smokin' some ither body's, yer pipe's rammit sae tight it wanna draw."

That's all we heard on the quarter deck in fitting out season. Little it has to do with Grand Rapids, or conventions, or vocational education, or need for training more airplane mechanics, or a new version of the George-Deen bill, or why the AVA Prexy from Kentucky is aged in the Woods, or what dancers or posers you're going to see in the shadow of the World's Fair, or where you're going on your vacation any way after summer school.

But before you fold up yer foot rule and dust out the glue pot and set aside the tools and switch off all the power switches, remember, fall's a coming. So phone, telegraph, or televise a member of the crew to put the place shipshape for September. They might as well, they're already covered with dust, putty, and paint.

A happy vacation to you from all the crew. If you're near New York or Frisco and see us lying at anchor, gi' us a wee nod and come aboard. But bring your own ideas. We'll be on vacation.

Nautically,

Waldo Wright,
Commodore, Rtd.

F. F. A. Notes

W. A. ROSS

Well, this is the season when travel begins. Many F.F.A. members will be traveling in every direction from now until about September 1st. They move in tens, twenties, fifties, and hundreds. Educational trips financed themselves to see the country, get new ideas and new inspiration. Of course World's Fairs and the World's Poultry Congress beckon in this year of 1939.

National F.F.A. officers are certainly on the move. President Bob Elwell of Maine attended State F.F.A. conventions in New Mexico, Arizona, Nevada, Washington, Montana, Utah and Vermont. Vice-President Albert Coates of Kansas made a similar swing which took him to the conventions in Indiana, Iowa, South Dakota, Nebraska and Kansas.

Vice-President Stevenson Ching of Hawaii sailed for the mainland here on April 28. He attended the California Convention, the Pacific Regional Public Speaking Contest and the National Board of Trustees meeting in Washington in May.

Montana

From the Montana Association comes an outline of their safety program as adopted in State Convention, "Keep to the Right and Be Right"—that's the F.F.A. boys' slogan up in the Treasure State. Cooperating with the Montana Highway Patrol their aim is "Safer Driving Conditions on the Highways of Montana." Each local chapter is expected to incorporate in their program of work two of the following objectives:

1. Know and observe traffic regulations.
2. Help to post highways.
3. Individuals check brakes, tires, and vision on their cars.
4. Carry on a safety education program.
5. Aid in organizing "school student police" for the protection of all school children.

Arkansas

The Arkansas Association has recently completed a safety project in cooperation with the State Safety Council and the Arkansas State Police. F.F.A. members contacted 11,000 farmers in an effort to have horsedrawn vehicles equipped with reflectors and lights for night driving on Arkansas highways. It is expected that this work will help materially to reduce highway accidents.

Vermont

Continuing its policy of education in wild life conservation through cooperation with the Vermont Wild Life Conservation Association and the Vermont Sportsmen's Show, the Vermont Association again presented a conservation exhibit at the Show held in Burlington, March 21-25.

The exhibit consisted of a series of oil paintings by Ronald Slayton, one of the Vermont artists who will have pictures on exhibition at the World's Fair in New York. These pictures, painted especially for the Vermont F.F.A., illustrated various types of conservation work being carried on by Future Farmers chapters in the state. Below and in front of each picture was a 4′ x 4′ exhibit, prepared by a local F.F.A. chapter, to further emphasize the idea expressed in the accompanying picture. These pictures and exhibits, arranged against a handsome corduroy background in national blue and corn gold, made a striking exhibit.

Local arrangements for the exhibit

were in the hands of the Collegiate F.F.A. and the Junior students in Agricultural Education at the University of Vermont.

Texas

The Texas Association has just published a bulletin entitled, "Suggestive Crime Prevention Program," designed for use in chapters throughout the state. The publication includes a series of programs for presentation at community meetings by F.F.A. representatives.

Kansas

The second annual farm machinery sale of the Shawnee Mission Chapter held recently included over thirty pieces of discarded farm machinery which had been rebuilt and repainted in the F.F.A. colors blue and yellow. All management, including clerking the sale and the collecting of money, was done by chapter members. Not one mistake was made. Colored pictures and movies were taken of the activities. Already work has been started for another sale next year.

Oregon

The chartering of a special F.F.A. train to attend the World's Fair in San Francisco has absorbed the interest of about 500 Oregon Future Farmers.

North Dakota

Our hats are off to Louis Lykken, president of the Crafton Chapter. In a howling North Dakota blizzard, Lykken walked 5½ miles to open the F.F.A. chapter meeting. A dozen other members had braved the storm to be on hand. These fellows surely typify the spirit of service.

Florida

An F.F.A. Egg Show was held at the University of Florida in connection with the Little International Livestock Show and Rodeo on April 22. Four dozen-egg classes were provided and the contest was under the direction of the Poultry Department.

California

The largest all-junior Livestock Show in the country was held a short time ago on Treasure Island. Future Farmers from eight states participated and four thousand animals were exhibited by them.

Industrial Teacher-Trainers Organize

The St. Louis meeting of the new National Association of Industrial Teacher-Trainers was a marked success in view of attendance and of program. Officers for the coming year are as follows: President, V. P. McKinley, University of Alabama; Secretary-Treasurer, Homer J. Smith, University of Minnesota; Vice Presidents, David F. Jackey, University of California at Los Angeles, Verne C. Fryklund, Wayne University, E. L. Williams, Texas Agricultural and Mechanical College; Trustees, Helen Livingston, New York State Department of Education, Arthur B. Mays, University of Illinois, F. Theodore Struck, Pennsylvania State College.

Speakers at the special sessions of this group were Myers (Michigan), Tiffen (Purdue), Murtland (Michigan), Emerson (Cornell) and M. Norcross Stratton, Assistant State Director of Vocational Education for Massachusetts. Dr. Fryklund of Wayne University reported, in the absence of Professor Jackey, for the Research Committee comprised of Fryklund, Jackey, and Struck. The Teacher-Trainers and State Supervisors in Industrial Education held a joint luncheon with Dr. Myers as speaker. Membership now totals 200 in this group affiliated with A.V.A.

Here and There

Training for Resort Hotels

The foreman training program conducted by the staff of the Vocational Division of the New Jersey Department of Public Instruction has been extended during the past year to include training for department heads and executives in the large resort hotels at Atlantic City, New Jersey. The training program includes courses in "Teaching Techniques," "Human Relations," and "Conference Leadership Techniques." One hundred forty-eight persons have been enrolled for the training thus far. It is expected that these courses will form one segment of a more comprehensive training program for hotel workers in New Jersey.

This Class Meets at 11:30 P. M.

A trade extension class for pharmacists begins its sessions in the Camden County (New Jersey) Vocational School at 11:30 o'clock at night and dismisses at 1:00 in the morning. Pharmacists in New Jersey are compelled by law to remain available to the public until 11:00 p.m. It is a tribute to this group that the desire for improvement has led to the request for a class at this late hour, and it is symbolic of the flexibility of the vocational school's policies that it is able and willing to make its accommodations available.

Michigan Notes

The Michigan Industrial Education Society held its annual convention in Grand Rapids on April 27-28-29, at the Hotel Pantlind. The theme of this year's meeting was "Industrial Education in a Progressive Education Program."

Andrew D. Althouse, Supervisor of Vocational Education, will teach at the School of Education, State College of Washington, located at Pullman, Washington, during their summer session.

Dr. Verne C. Fryklund, Assistant Professor of Industrial Education at Wayne University, appeared before the National Association of Teacher Trainers at St. Louis, November 30, and reported a study covering the practice of colleges in granting college credit for trade experience. This study was made by a committee of the American Vocational Association. Dr. Fryklund was chairman of the Resolutions Committee of the American Vocational Association. He is making a survey of the undergraduate training of industrial arts teachers in the teacher training institutions of the United States.

The Portland Vocational Restaurant

The spacious public market is one of the show places in Portland. Within the market, the Education Committee of the Associated Restaurants sponsors the vocational restaurant. More than $9,000 worth of new equipment of the latest design was recently donated by manufacturing companies. A selected group of students, 20 cooks and chefs and 20 waitresses do all the work of cooking, planning meals, serving, collecting and paying bills, and auditing accounts. Mrs. Mary Loomis, veteran in cafeteria and hotel work, trains the waitresses. Mrs. Alice Stone teaches how to buy foods as well as how to cook.

Montana Conference

To Helena, Montana, at the call of Harry N. Kauffman, came several Montana coordinators for a one and one-half days conference on practical training in Distributive Education. Present

were: H. C. Olson, Big Timber; H. P. Schug, Hinsdale; Mack Monaco, Glasgow; John E. O'Neill, Glendive; Harry B. Hoffman, Miles City; E. R. Urdahl, Bozeman; Miss Jack Crutchfield, Bozeman; Fred Robinson, Helena; L. O. Brockman, Lewistown; Harry N. Kauffman, Kalispel; Ralph Keuck, Bozeman; W. F. Shaw, Washington, D. C.

Montana has one of the best Distributive Education programs, and these coordinators certainly believe in part-time cooperative courses and understand how to run them. Night schools will be increased this season also.

Utah Holds a Two-Day Conference

On March 3 and 4, Howard B. Gundersen, State Supervisor for Trade and Industrial Education, held the first annual conference of Distributive Education teachers, coordinators, and supervisors. The "In Store Service" training program which provides instruction for more than 800 employees in five principal stores was featured in a presentation by Miss Betty Burton of the Keith-O'Brien Store. A shopping tour of the state "to provide a shopping service to convince merchants that this training was valuable" was approved. It was agreed that the 1939 business cycle will be a year to place responsibility in this order: (a) capable personnel, (b) honest merchandise, (c) truthful advertising. In all, Utah now enrolls more than 3,000 in Distributive Education programs.

Wyoming Reports

In Wyoming, there are Distributive Education programs in Cheyenne and Casper with Rock Springs next in line for organization. Cheyenne, a city of 18,000, has over 1,100 enrolled in adult extension classes, while Casper, population 12,000, enrolls 900 adults in night school classes. Casper has enrolled 528 in salesmanship programs. nearly every salesperson in the city. There are classes in Small Store Management and Control, Modern Selling Methods, Sales Promotion for Grocery Stores, Retail Credits and Collections, Routemen, Lumber Retailing, and a Conference Training Class.

Committee Reports of Course Outlines For Distributive Education

Prepared by Student Committees in Distributive Occupations, Ray Fairbrother, Instructor, 1938 Summer Session, the Stout Institute, Menomonie, Wisconsin. There are course outlines on Window Display, Advertising, Men's Shirts, Wool, Telephone Salesmanship, Small Store Management, Grocery Bookkeeping, Personal Appearance, Art in Distributive Occupations, Color, Route Salesmen, Store System, and others.

Laundrymen Training

The Texas State Board for Vocational Education, Austin, Texas, has a 40-page bulletin "Suggestions and Course of Study for Supervisors' Use in Training Laundrymen."

Motion Pictures for Teachers of Workers in Distributive Occupations

Dr. W. R. Blackler, 115 Haviland Hall, University of California, Berkeley, has completed a 20-page mimeographed bulletin entitled—"Motion Pictures for Instructional Use by Teachers of Workers in Distributive Occupations." In addition to listing reference sources and giving a directory of names and addresses of producers and distributors, the bulletin groups (1) the sales training films, (2) the product training films, and (3) the advertising and promotional films.

Telephone Personality

Claire Blais, 8556 Saturn Street, Los Angeles, teaches 342 salespeople in the Long Beach night school. In one group she has 142 public utilities employees.

In all thus far this school reports 2,034 students in 34 classes taught by 14 different teachers. This is an average enrollment of nearly 60 students per class.

Long Beach, California

Gleaned from Gertrude Schuster's words to 83 students in the field of Apartment House Management: "Your apartment is only as clean as your front door."

Conference Leadership Training Classes For the Electrical League

F. L. Hockensmith, General Manager, The Electrical Development League of Southern California, Chamber of Commerce Building, Los Angeles, reported the Leadership Training Classes conducted for the Electrical Development League at the Third Annual Conference of the International Association of Electrical Leagues, Philadelphia, November 18. He made the "hit" address of the sessions, and a copy was sent to all league members. In transmitting the report, Secretary O. L. Small, 155 E. 44th Street, New York City, said: " . . . in the opinion of the men at the meeting it was one of the most constructive ideas that has been presented at any league meeting."

Letter Writing for Jewelers, Long Beach, Calif.

For months, W. T. Summers, Jr., studied the direct and time-saving features of modern business letters. Finally he began to talk about the subject. Now he teaches a most interesting and valuable class for jewelers in the Long Beach, California, night school. Those in the class are taught to travel the modern business way through simple, powerful, direct letters to customers.

Important for all "Treasure Island" Visitors

Dr. Ira W. Kibby, genial Director of the California Bureau of Business Administration, has been assigned by Dr. W. F. Dexter to direct the Educational Exhibits (Public School Exhibits) at the Golden Gate International Exhibition, Treasure Island, San Francisco. Dr. Kibby's offices are located in the Hall of Science, and he may be addressed there in care of the California Commission, Golden Gate International Exposition, Treasure Island, where the exposition is being held.

Ohio's Special Instructor Program

For the second year, Ohio has conducted a program of Special Instructors set up in fifty-one counties and including one hundred and seventy-two different courses offered to adult farmers for the purpose of improving farm conditions and practices. L. B. Fidler is the instructor.

This year's program, now completed, shows a marked increase in the number of instructors employed (42), number of courses taught (172), average attendance per session (18) and total attendance (3,100) as compared with last year's record.

The growing popularity of these courses is partially due to the type of men employed as special instructors. They are, as a rule, college graduates with technical training and experience in the particular subject which they teach. They also spend from one to two weeks at the Ohio State University in an intensive training period designed to fit them for adult teaching and leadership. They are men who are well acquainted through actual contact with the adult farmers in their groups as they make farm visits daily.

These courses are organized and enrollment secured by the regular teachers of Vocational Agriculture. This year the courses have extended over ten to fifteen sessions and have included these enterprises,—dairy management, rural electrification, farm management, farm-

stead beautification, farm machinery repair, tractors and gas engines, fruit culture and poultry management.

Junior Safety Congress

The Junior Safety Congress held in Portland, Oregon, in April is part of the regular part-time cooperative diversified occupations program carried on in 14 centers of the state. During the three-day program about 250 boys from the different cooperative units competed in first aid, parliamentary procedure, public speaking, safety demonstrations, and other contests.

The congress was sponsored jointly by the State Industrial Accident Commission and the State Board for Vocational Education and met with the full support of the advisory committees and sponsoring groups.

Last year the most keenly contested trophy was the governor's cup which was presented to the winning first aid team. A major attraction of the congress this year was a tour of the Bonneville Project and visitation to several large industrial plants.

Twenty Distributive Education Centers in Oregon

Since the advent of distributive education in Oregon, evening classes for employed persons have been held in 20 centers.

To date, 32 teachers have conducted courses in 24 different subjects, ranging from retail selling, personnel management, bookkeeping for salespersons, credit, advertising, card writing, waitress training, and interior decorating for furniture, paint, wallpaper and drapery salespersons.

Training for Girls Employed in Housework

Pre-employment training in household occupations has been successfully carried on since last October in the Eugene Vocational School, Eugene, Oregon, under the direction of Frances Wiley, local supervisor.

Now a course has been started, under the sponsorship of a newly appointed council of seventeen leading townswomen, for girls already employed in housework who desire to study special phases or acquire special skills involved in domestic duties.

Aims of the council and the school are to foster a professional attitude on the part of both employer and employee; to promote courses which will be of most value to the employee; to integrate the facilities of existing local welfare groups for providing social contacts for household workers; to keep informed of and to cooperate with the work being done in other communities by similar groups and by the Federal Government; and to seek intelligent solutions to problems affecting persons engaged in the important field of human relationships.

Industrial Arts in Minneapolis

A notable event of interest to industrial arts teachers occurred on April 20th in Minneapolis, Minnesota. A dinner was held under the auspices of the Industrial Arts Club celebrating the 50th anniversary of the introduction of industrial arts into the Minneapolis schools. Among the speakers on the program were Mr. Machula, Mr. Newhall, Mr. Barlow, Mr. Ringwalt, Mr. Hamstreet, Mr. Ferree, Assistant Superintendent Schweickard, Dr. Homer J. Smith of the University of Minnesota and Mr. John Metz of the *Industrial Arts and Vocational Education* magazine. A most beautiful and artistic program was sent out in which were gathered many interesting items concerning the history of industrial arts in Minneapolis. Among these items is the statement that today in Minneapolis schools there are 112 teachers of industrial arts, 14,051 students in these courses, 51 schools offering

courses in industrial arts, with 123 shops and other work rooms. Minneapolis is to be congratulated on this historic event.

Rotterdam Cruise to Rio

Remarkable interest is being shown in the Rotterdam Summer Cruise to South America, in conjunction with the Eighth Biennial Congress of the World Federation of Education Associations at Rio, August 6th to 11th. Inquiries have come in from every State in the Union and the ship is booking rapidly, it is reported by Dr. Paul Monroe, President of the W.F.E.A.

The *Rotterdam,* sailing from New York July 5th and from New Orleans July 10th—to permit those attending the N.E.A. Convention at San Francisco to join the cruise—has been especially chartered. Her 53-day itinerary offers an unprecedented opportunity to combine the vacational with the educational phases of travel, under W.F.E.A. auspices.

Inquiries should be addressed to the World Federation of Education Associations, 1201 16th Street, N. W., Washington, D. C.

News Notes from Indiana

Emphasis in the field of Trade and Industrial Education is being placed on improvement of instruction, especially in the evening trade extension and apprentice classes, rather than in promotion and expansion in new areas. Experience leads to the belief that one of the best "promotional and expansional" activities at this time is to re-examine what we have and, so far as possible, make the instructional job a perfect one.

The Evansville trade school opened the second semester of this school year. East Chicago's building and Fort Wayne's new quarters will not be in operation before next fall.

Three new centers employed coordinators the middle of this year, Connersville, New Castle and Hobart. The foundational work for the establishment of these programs in Connersville and New Castle was done last year through foreman leadership conferences. After the organization of the necessary joint committees, evening classes were established. Next year apprentice classes will be set up. The next step will be the organization of such day trade work as the local school officials and advisory committee find is justified.

Distributive education is progressing as rapidly as sound organization will permit. The administrative plan places it under the direction of the State Supervisor of Trade and Industry, and the Director of Vocational Education in local centers. The local director utilizes the services of a coordinator drawn from the distributive trades. In addition there is a teacher trainer located at one of the universities. This plan of organization simplifies administration and is proving unusually satisfactory to local superintendents. At present there are eight local coordinators in the field.

Teacher trainers are giving especial attention to aiding local directors in selecting advisory committees and training instructors for trade groups. This is especially true for trade extension and apprentice groups. This is part of the local directors' plans to improve instruction in trade classes.

Trade and Industrial Education in West Virginia

West Virginia's Trade and Industrial Program for 1938-39 increased 86 per cent over the previous year. The promotional work this year has been directed largely to new day trade schools and the arts and crafts program. The effective use of the local advisory committees, local supervisors, and surveys have materially aided in establishing a new trade division at Parkersburg

High School and one in the new Charleston High School now under construction. Huntington is increasing its trade shops from two to six in its new high school. New trade units are being added in the high schools at Williamson and Rainelle.

Our arts and crafts program to foster, promote, and offer training in native handicrafts has become an important movement under the guidance of this department and the newly formed Associated Craftsmen of West Virginia. This association will have the exclusive concession rights this summer in two of our State parks—Watoga in the Alleghenies and Hawk's Nest on the New River Gorge. They will also have a class in pottery and a salesroom in two "cottages" in the Louisiana Row at the famous Greenbrier Hotel at White Sulphur Springs.

National Vocational Guidance Association Elects Officers

President: Rex B. Cunliffe, Associate Professor of Education, Rutgers University, New Brunswick, N. J. He was first vice-president of the Association in 1936-37, and for the past year has served as a member of the editorial board of the association's journal, *Occupations, the Vocational Guidance Magazine*. Succeeds Miss Frances Cummings, Director of Program Coordination, National Federation of Business and Professional Women's Clubs, New York City.

First Vice-President: Miss Mary P. Corre, Director, Occupational Research and Counseling Division, Vocation Bureau, Cincinnati Public Schools. Succeeds Warren K. Layton, Detroit.

Second Vice-President: George E. Hutcherson, Supervisor of Vocational Education, State Department of Education, Albany, N. Y. Succeeds Elizabeth L. Woods, Los Angeles, Cal.

Treasurer: Roy N. Anderson, Assistant Professor of Education, Teachers College, Columbia University, New York City (re-elected).

Trustees: Mildred Lincoln Billings, Rochester, N. Y. (re-elected); A. H. Edgerton, Director of Vocational Guidance, University of Wisconsin, Madison, Wis. (re-elected); Harry D. Kitson, Professor of Education, Teachers College, Columbia University, New York City, and editor of *Occupations*.

A. J. Brumbaugh, Dean of the College, University of Chicago, is the new president of the American Council of Guidance and Personnel Associations.

Harry D. Kitson, Editor of *Occupations, the Vocational Guidance Magazine*, and head, Department of Guidance and Personnel at Teachers College, Columbia University, is on sabbatical leave for the second semester, traveling in Mexico and the southwest.

New York University Expands Its Vocational Education Program

New York University has acquired the three 6-story buildings of the Hebrew Technical Institute at Stuyvesant Place and East Ninth Street on a long-term lease for the use of the School of Education in expanding its vocational education program, it was announced jointly recently by Dr. K. George Falk, President of the Institute, and Chancellor Harry Woodburn Chase.

The acquisition provides the university with 56,000 square feet of additional class and shop-room space beginning next Fall.

"There are three things which are needed before even the best organized curriculum can be successfully followed," Dr. Pickett said. "First, a well selected, carefully prepared faculty; second, properly arranged and adequate space for shop and classroom; and third, the right kind and amount of equipment. The first of these—the faculty, we have had; the second and third we shall now be able to have

through the generosity and professional vision of the members of the Hebrew Technical Institute Board."

K. G. Smith of Michigan Retires

The recent retirement of K. G. Smith from active duty as State Supervisor of Industrial Education for Michigan is of interest to thousands of industrial arts teachers. Mr. Smith did a notable work in Michigan and is admired by all who know him. He has consistently urged that industrial arts constitutes a necessary foundation for the most effective programs of vocational-industrial education and is an important phase of the field of industrial education. His influence has been felt throughout the nation, and his retirement will leave a large gap in the industrial education forces of the United States.

American Home Economics Association Convention

The thirty-second annual meeting of the American Home Economics Association will be held in San Antonio, Texas, from June 20 to 23, 1939. This professional organization, founded in 1908, now has over 12,000 members scattered through 51 affiliated home economics associations in the United States, Puerto Rico, and Canada, besides about 1,700 affiliated home economics student clubs in colleges and high schools. Dr. Helen Judy Bond, head of the Department of Household Arts and Science at Teachers College, Columbia University, is president of the Association.

Educational Policies Commission Posters

The Educational Policies Commission has prepared for exhibit a series of twelve posters, size 24" x 32", summarizing the findings of its several publications. Four are based on The Purposes of Education in American Democracy, four on The Structure and Administration of Education in American Democracy and one each on The Unique Function of Education in American Democracy, A National Organization for Education, The Effect of Population Changes on Education and Social Services and the Schools. Planographed reproductions in colors, size 9" x 12", are available from the Commission at 25c per set with discounts on quantity orders. The large posters can be made available to interested educational groups for exhibit purposes, at shipping cost, when not otherwise in use.

News Items

The new technical high school in New Orleans, Louisiana, includes five Industrial Arts laboratories. In the past the major emphasis in Industrial Arts Education in New Orleans has been in the elementary school, but with the erection of the new technical high school Industrial Arts Education is beginning to receive emphasis in secondary education.

The Department of Industrial Education, School of Vocational Education, Louisiana State University, graduated its first class of Industrial Arts teachers this spring. The six students to graduate will be the first men to receive the Bachelor of Science degree in Industrial Arts Education in the State of Louisiana. The Department of Industrial Education is under the direction of Kenneth Beach, formerly with the State Department of Education in Oregon.

Evansville and East Chicago are extending their vocational courses and placing the work in junior and senior years. This has caused a great increase in prevocational work.

Book Reviews

POTTERY MADE EASY — John Wolfe Dougherty. The Bruce Publishing Company, Milwaukee, Wisconsin; 1939. List price, $2.25.

This is a beautifully made book on pottery, suitable either for the school shop or the home shop. The book is profusely illustrated and well written. After two brief interesting chapters on pottery as a craft and on the history of pottery, it becomes a series of well-illustrated instruction sheets. The projects are arranged in an interesting sequence and the instructional material is clearly presented. It is an excellent book for class use, and the home shop craftsman will find it invaluable.—A. B. M.

DESIGN: ITS FUNDAMENTALS AND APPLICATION — Florence Guild Bush and Frances Welbourne. Little, Brown & Company, Boston, 1937. Pp. 306.

These authors have kept in mind, when writing this book, the homogeneous grouping of students on three levels of ability. The activities are planned to challenge the student at each level to his best efforts and, by so doing, to increase his appreciation of the beauty in his home environment. To understand the fundamental principles of design means to use them in the selection of one's clothes and in the arrangement of a livable home. Some might not agree with all the suggested activities in the book, but there is a wealth of material from which to choose. The authors state that the units are arranged in the most logical form, but the good teacher will make the approach through those units which will create interest and help the child to solve his problems.

The illustrations are well selected and should serve as an important aid in the child's learning.—M. B.

ADULT EDUCATION IN HOME MAKING—L. Belle Pollard. John Wiley and Sons, Inc., New York, 1939. Price, $2.50. Pp. 272.

Teachers of adult classes in Home Making Education, teacher trainers and administrators will welcome this book as a guide to planning, organizing, and a'-ministering a program in family life education for those actually engaged in the role of homemaking. The author's experiences with adults is reflected in the very practical suggestions in every part of the book. Class objectives are to be set up with the aid of the students so that the individual's needs can be met. A variety of methods are suggested that should appeal to the adult and give him opportunity to participate in the procedure. Evaluation of learning is treated from the standpoint of progress made rather than knowledge gained. The place of the teacher is given special significance in the adult class and suggestions are given as to the qualifications and training needed and how to meet the standards that are recognized as vital. It is recognized that the family-life education is but one program at work in our education of homemakers and to succeed means to cooperate with other agencies at work in the community.—M. B.

A WORKSHOP FOR STUDENTS IN FIELD CROPS—W. A. Anderson. John Wiley & Sons, Inc., New York, N. Y., 1939. Pp. 123.

This workbook is prepared for use especially by pupils and teachers who use "Crop Management and Soil Conservation," by Cox and Jackson, as a text. It contains sheets on twenty-eight lessons and objective tests with keys for ten of these lessons. These lesson sheets

are designed to serve as lesson plans for the teacher, and as study plans and worksheets for pupils. The lesson sheets are divided into (1) Introduction, (2) Things to do, (3) References, (4) Study and discussion guide, and (5) Work sheet exercises. The sheets are perforated and punched so that they may be used in a three-ring notebook. A workbook of this type should offer helpful suggestions to teachers in conducting discussions, laboratory exercises and field studies on the various enterprises where field crops are taught as a unit.—J. B. K.

THE DEVELOPMENT OF POWER — Eugene C. Wittich. Chicago, The University of Chicago Press, 1939.

A most interesting and greatly needed book dealing with the generation and transmission of power. It is based upon many years of experience in teaching shop courses on power to industrial-arts pupils in high school. There are 148 illustrations and the text is written for high school boys. As high schools increasingly add power-shop courses, this book will meet the growing need for a text on prime movers written on the level of high-school pupils. In this "power age" no more important type of shop work can be offered in departments of industrial arts and this book will prove a useful aid in developing such courses. It is an excellent reference work for other shop courses as well.—A. B. M.

LIVESTOCK—R. B. Cooley, Claude Harper and Frank B. King. Edited by R. W. Gregory. J. B. Lippincott Company, Philadelphia, 1939. Pp. 186. Price, $1.00.

This new type of book on beef cattle, sheep and horses is a combined text, guide book, and problem-solving program designed for use with one basal text or other references. Each of the three livestock enterprises is divided into four units. These in turn are divided into four parts, namely, (1) Problem situations, (2) Farming studies, (3) Problem solving, and (4) Farming plans. In each of the units an attempt is made to get students to recognize the problems, determine local farming practices, and to read the explanatory text material so that they may solve the problems, and make plans for putting into operation on the home farm the practices pertaining to the production, management and marketing of beef cattle, sheep and horses. Reference texts and bulletins are listed at the end of each unit.—J. B. K.

ARCHITECTURAL DRAWING FOR HIGH SCHOOLS—Harney W. Waffle. Milwaukee, The Bruce Publishing Company, 1939. Price, $2.75.

A beautifully made book for class work in architectural drawing. It is written for beginning classes in architectural drawing in the senior high school and offers numerous excellent problems to be worked out by the pupil. It is notable for the unusually large amount of informational material needed by such classes. The illustrations are exceptionally well chosen and the drawings are excellent. The text material is interesting and well written. Teachers of architectural drawing will welcome this new book.—A. B. M.

A PORTFOLIO OF ALPHABET DESIGNS.—Irene K. Ames. New York, John Wiley and Sons, Inc., 1938.

A most interesting and useful portfolio of 32 plates of alphabet designs. Just the sort of thing that teachers of design, of drawing and of show-card writing look for to put into the hands of their pupils. This portfolio is notable for the large number of plates of ultra-modern alphabet designs and the excellent plates

of the more traditional types of letters. Altogether, it is a most valuable collection of plates for use by all types of drawing and art classes.—A. B. M.

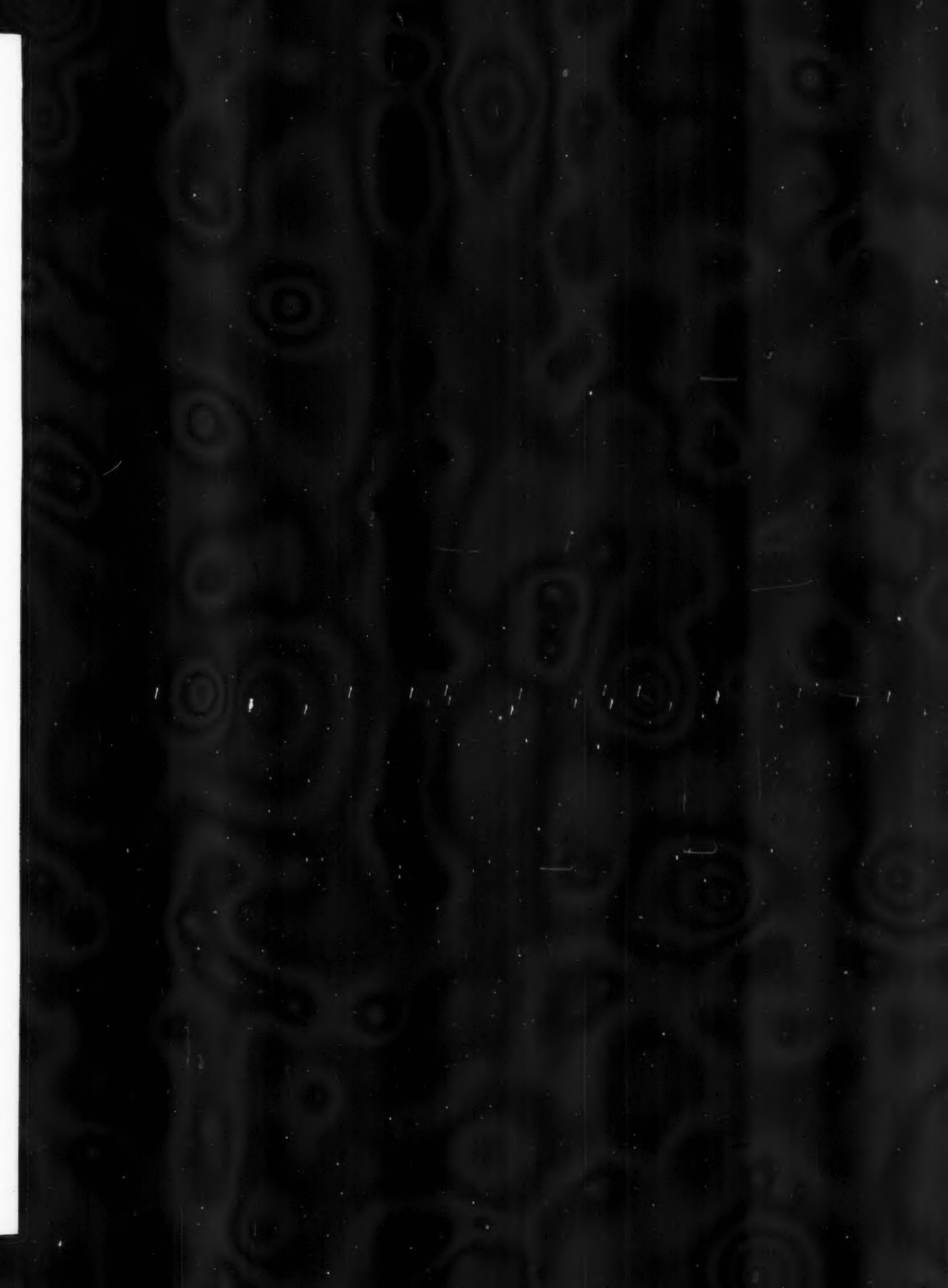
School and Life; Designs for Personality; Beyond High School; Group Guidance in High School. Three text-books and an accompanying Teachers' Manual, by Margaret E. Bennett and Harold C. Hand. McGraw-Hill, New York, 1938. Price of each text, $1.36; of Manual, $1.00. Pp. 185, 222, 227, and 111.

The authors of this series have been keen observers of the practical workings of the traditional educational program, especially of its failure to make intimate contact with the daily living of the students and with their future adult life. To enable boys and girls to grapple with these pressing problems, Miss Bennett and Dr. Hand have written three texts for students and a manual for teachers. They deal with the stuff of life in a manner that should appeal to young people and should enable teachers and counselors to become much more effective in their approach. "What Makes Us What We Are?" "Learning More About Self," "What Do You Want of Life?", "Planning Your Vocational Preparation?", "Will Vocational School Help You?", "How Will You Enter Your Vocation?" and numerous other intimate topics focus the students' attention upon the world's realities, and with especial intensity upon the importance of self-analysis and social adjustment.

In the Teachers' Manual the authors point out the importance of "enlisting the student's efforts in numerous types of learning experiences" and of "encouraging and helping students to formulate needed plans of a variety of types." These books provide a wealth of material for doing just this kind of thing. It is obvious that they will be effective only in so far as teachers and counselors stimulate individuals to introspection and then to overt acts. Conscious and conscientious activities in all types of secondary schools would obviate much confusion on the part of students, parents and teachers as to the relative merits of academic and vocational education and of educational and vocational guidance. It is only a better understanding of individual traits and of social needs that can lead to better education.—F. J. K.

Automotive Maintenance, A Schedule of Instruction Units. Purdue University and Indiana State Board for Vocational Education, Bulletin, Paper bound. Price, 35 cents.

This bulletin is of especial value to teachers of automobile mechanics, and to coordinators in the program of Diversified Occupational Training. It contains an analysis of instruction units, an illustrated list of shop projects, several lists of type questions for students to answer, a checking list of automobile parts, several true and false, completion, and multiple choice tests, a practical discussion of the principles of the automobile, some teaching devices and an up-to-date bibliography. It is one of the best references on automobile maintenance that has come to the attention of the Editors of the A.V.A. Journal.—B. H. V. O.



A.V. A. Membership Analysis

April 30, 1939

State	*November 30, 1938	April 30, 1939 Individual	Life	Total
Alabama	375	499	1	500
Alaska	2	1	—	1
Arizona	50	63	—	63
Arkansas	347	409	3	412
California	617	597	3	600
Colorado	167	168	—	168
Connecticut	286	220	1	221
Delaware	86	83	1	84
Florida	251	219	—	219
Georgia	639	1,004	4	1,008
Hawaii	116	123	—	123
Idaho	93	98	—	98
Illinois	1,752	1,363	12	1,375
Indiana	620	703	2	705
Iowa	310	379	—	379
Kansas	183	228	5	233
Kentucky	538	494	2	496
Louisiana	226	434	1	435
Maine	132	114	2	116
Maryland	326	334	13	347
Massachusetts	753	781	5	786
Michigan	622	678	6	684
Minnesota	207	247	6	253
Mississippi	296	423	1	424
Missouri	426	391	3	394
Montana	58	55	—	55
Nebraska	191	241	—	241
Nevada	45	48	—	48
New Hampshire	20	21	—	21
New Jersey	384	432	59	491
New Mexico	107	116	—	116
New York	1,841	1,826	135	1,961
North Carolina	372	457	—	457
North Dakota	52	64	—	64
Ohio	863	1,029	6	1,035
Oklahoma	466	510	—	510
Oregon	120	103	1	104
Pennsylvania	971	950	3	953
Puerto Rico	199	14	—	14
Rhode Island	4	38	—	38
South Carolina	357	569	—	569
South Dakota	22	64	—	64
Tennessee	433	554	2	556
Texas	1,027	1,258	58	1,316
Utah	112	137	—	137
Vermont	54	46	—	46
Virginia	428	489	3	492
Washington	131	132	—	132
Washington, D. C.	47	60	8	68
West Virginia	201	170	1	171
Wisconsin	1,079	996	61	1,057
Wyoming	83	84	—	84
Canada	—	—	—	—
Foreign	—	1	—	1
Life Memberships	14†	—	14†	14†
Totals	18,921	20,737	422	21,159

* End of Membership Year. † Life Memberships Deceased, Discontinued or Transferred.